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ABSTRACT

This is the first report on the performance indicators adopted by the Illinois Board of Higher Education in February 2003 to assess progress toward the six goals of "The Illinois Commitment." This initiative is a work in progress that will be implemented and refined over multiple years. This first report focuses on the statewide and "common" institutional indicators for which data are currently available. Data about these indicators indicate that Illinois colleges and universities are facing a growing and more diverse student population. Increasing enrollments and changing demographics will challenge higher education institutions in coming years. Higher levels of education are required in the "knowledge economy," and the demand will place pressures on the higher education system to respond. The educational capacity of Illinois exceeds that of the national average on many measures, but more effort is needed to further enhance educational participation and attainment levels. Funding constraints of recent years have contributed to tuition increases that fuel both affordability and fiscal accountability concerns. Greater reliance on student loans and a widening of the affordability gap for low-income students may hinder a student's access to, and choice among, higher education opportunities. Policy implications are discussed for each of the goals of the Illinois Commitment: (1) economic growth; (2) partnerships with P-12 education; (3) affordability; (4) access and diversity; (5) quality; and (6) productivity and accountability. Appendixes list effective practices reported by institutions and data sources and definitions and provide institutional data. (Contains 60 exhibits.) (SLD)

ASSESSING PROGRESS TOWARD MEETING THE GOALS OF *THE ILLINOIS COMMITMENT*:

PERFORMANCE INDICATORS 2003 ANNUAL REPORT

Illinois Board of Higher Education
December 2003

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EXECUTIVE SUMMARY

The *Performance Indicators 2003 Annual Report* represents the first report on the performance indicators adopted by the Illinois Board of Higher Education in February 2003 to assess progress toward the six goals of *The Illinois Commitment*. This initiative is a “work in progress” that will be implemented and refined over multiple years. This first report focuses on statewide and “common” institutional indicators for which data are currently available. This report is a companion to the *Statewide Results Report*.

What environmental factors are impacting Illinois higher education’s ability to meet the goals of The Illinois Commitment?

Demographic Factors. Illinois colleges and universities are facing a growing and more diverse student population. Increasing enrollments and changing demographics will challenge higher education institutions in the coming years to meet the needs of these individuals while maintaining a high-level of quality.

Educational Factors. Higher levels of education are required in the “knowledge economy” and this demand will place pressures on the higher education system to respond. At the same time, data indicate that the K-12 population projected for the most growth in coming years (Hispanic), also has one of the lowest percentage of students currently meeting the state K-12 learning standards. This has significant implications for both K-12 and higher education in providing opportunities for all students to participate and succeed at all levels of education.

Economic Factors. Illinois’ educational capacity exceeds that of the national average on many measures. However, more effort is needed to further enhance educational participation and attainment levels to help ensure the future economic viability of the state.

Fiscal and Policy Factors. Funding constraints in recent years have contributed to tuition increases that fuel both affordability and fiscal accountability concerns. In addition, a greater reliance on student loans and a widening of the affordability gap for low-income students may hinder a student’s access to, and choice among, higher education opportunities.

What are the policy implications for economic growth (Goal 1)?

Illinois colleges and universities currently appear to do a good job preparing students to enter the workforce, providing graduates at all levels and across a broad array of program areas. However, given the projected Illinois workforce demands to have a more educated workforce and to fill the void of retiring baby boomers, further attention is required regarding the ability of the state’s system of higher education to meet emerging needs.

What are the policy implications for partnerships with P-12 education (Goal 2)?

The overall number and distribution by certificate area of students completing requirements for initial teacher certification has remained relatively stable over the past few years. However, a more fundamental issue centers on the ability of all teachers (new and continuing) to meet the needs of a growing and increasingly diverse K-12 student population. Additional information is needed to gain a more complete understanding of how well Illinois’ higher education system is meeting this goal. Initiatives such as the “Teacher Data Warehouse” are under development as a means to help close this data gap.

What are the policy implications for affordability (Goal 3)?

While the growing proportion of Illinois students receiving some form of financial assistance continues to grow, so does the “sticker price” and “net price” of attendance relative to income. The relatively significant proportion of student/family income required to cover out-of-pocket costs for those at the lowest income levels can serve as a barrier to access and degree completion. Although general research findings suggest that financial barriers are a primary reason why individuals do not attend college, the number of Illinois students who are not attending for this reason is unknown.

What are the policy implications for access and diversity (Goal 4)?

The number and diversity of students completing degree programs has increased over time at all levels and across all sectors of Illinois higher education. However, as the population of Illinois becomes more diverse, higher education institutions must continue their efforts to ensure all students have the opportunity to pursue and complete a postsecondary education.

What are the policy implications for quality (Goal 5)?

Measures of student learning outcomes are limited and incomplete at this time. The ongoing development and implementation of assessment plans for general education and all undergraduate and graduate programs are also primary components in achieving this goal. Ongoing efforts are underway to obtain information on student learning outcomes to be presented within the next performance indicators report in 2004.

What are the policy implications for productivity and accountability (Goal 6)?

The overall cost of instruction at public universities and community colleges has remained stable in recent years when controlling for inflation and enrollment. The proportion of students completing degree programs within the expected benchmark time period has also increased in all sectors on average. However, the continuing budget constraints facing Illinois higher education will require that all institutions ensure that resources continue to be directed to the highest priority areas in as productive manner as possible.

Next Steps

The next reporting cycle (the 2004 report) will incorporate additional indicators and analyses, as well as an assessment of progress toward specific institutional goals established relative to the common institutional indicators. Each institution has begun this goal-setting process. Board staff also will work with the higher education community to refine and improve upon the reporting process for 2004.

OVERVIEW OF ILLINOIS HIGHER EDUCATION

Characteristics of Illinois Higher Education

Illinois has one of the largest and most diverse systems of higher education in the nation, offering postsecondary opportunities to its citizens via 9 public universities on 12 campuses, 48 community colleges operating within 39 districts, 99 independent not-for-profit colleges and universities, and 28 independent for-profit institutions. In Fall 2002, over 781,000 students were enrolled in these institutions, ranking Illinois fourth among all states in total enrollment. Illinois also features a significant state student financial aid system (the third largest in terms of state-funded, need-based, undergraduate financial aid awarded) that assists students attending this myriad of institutions to achieve their educational goals. In addition, Illinois' higher education system has long been recognized as one of the best in the country, which has been validated by the national report cards issued by the National Center for Public Policy and Higher Education.¹

The Illinois Board of Higher Education (IBHE) was established in 1961 to coordinate the state's diverse system of higher education. The Board addresses the interests of Illinois citizens, serves the Governor and General Assembly, and advances the interests of colleges and universities and sectors. State statute establishes the following major responsibilities for the IBHE: planning and policy development, academic program approval and review, budget recommendations, grant administration, authorization of independent institutions and programs, and information systems. The Illinois Community College Board (ICCB), the state coordinating board for community colleges, seeks to promote cooperation within the community college system and accommodate those state of Illinois initiatives involving community colleges.

Governance at the institutional level is entrusted to a board of trustees at each university or college. The governor appoints the public university trustees, while community college trustees are elected locally. Each independent college and university also has a locally appointed governing board.

The Illinois Commitment

The Illinois Commitment: Partnerships, Opportunities, and Excellence is the strategic plan adopted by the IBHE in February 1999. This plan presents the comprehensive goals of Illinois higher education in meeting the needs of the state and serving its citizens while respecting the diversity and uniqueness of each sector, as well as each institution. These six goals serve as the driving force for Illinois higher education policy and, as such, are the cornerstone of the performance indicators initiative. *The Illinois Commitment* asks each higher education institution to contribute to achieving the following statewide goals:

1. Higher education will help Illinois business and industry sustain strong economic growth.
2. Higher education will join elementary and secondary education to improve teaching and learning at all levels.
3. No Illinois citizen will be denied an opportunity for a college education because of financial need.
4. Illinois will increase the number and diversity of citizens completing training and education programs.

¹ See www.highereducation.org

5. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.
6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

State Level Accountability Efforts

Illinois colleges and universities demonstrate accountability efforts through several mechanisms to the Governor, General Assembly, and others. Illinois has taken a comprehensive and integrated approach to the development of quality assurance and accountability processes at the state level through the leadership of the IBHE in collaboration with the Illinois higher education community. In part, this approach is in recognition of Illinois' large and diverse system of higher education, which increases the level of complexity in adequately meeting the many and varied needs of Illinois higher education's multiple constituencies. As such, the following activities and processes have been developed to increase productivity, cost-effectiveness, and accountability:

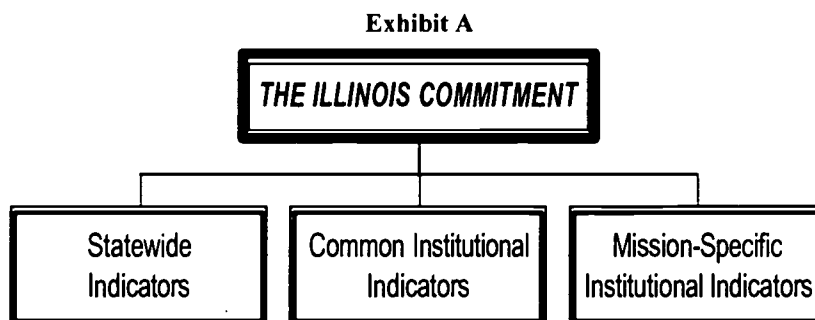
- "Results reports" depicting an institution's distinct contributions to meeting the goals of *The Illinois Commitment*;
- Academic program review;
- Budget development and oversight;
- Institutional reallocation of base budget resources from lower to higher priorities; and
- Other analytical studies, research, and reports.

The recent development of performance indicators in support of *The Illinois Commitment*, which is the primary purpose of this report, serves to complement these existing activities and processes while ultimately enhancing higher education's accountability to the state. This report also serves as a companion to the *Statewide Results Report*, which provides a more qualitative assessment of Illinois higher education's progress toward meeting the goals of *The Illinois Commitment*.

DEVELOPMENT OF PERFORMANCE INDICATORS RELATED TO THE ILLINOIS COMMITMENT

In December 2001, the IBHE approved the development of a set of statewide and common institutional performance indicators to provide an objective and systematic assessment of progress toward the six goals of *The Illinois Commitment* and to identify potential areas for improvement at the state and institutional levels.

The performance indicators framework consists of three types of indicators: **statewide indicators** related to Illinois' overall system of higher education; **"common" indicators** for all institutions; and **mission-specific indicators** related to each institution's unique role and mission within the state's system of higher education.



An advisory committee consisting of administrators, faculty, and students from all sectors was formed to develop guiding principles and the recommendation of potential statewide and common institutional indicators. Guided by a highly consultative and systematic process, the committee's final recommendations were unanimously approved by the IBHE in February 2003.²

The *Performance Indicators 2003 Annual Report* represents the first attempt to examine accountability efforts of higher education via the recently recommended performance indicators. This initiative is a "work in progress" that will be implemented and refined over multiple years. In this first year, the report will focus on statewide and "common" institutional indicators for which data are currently available. Also included are specific examples of "effective practices" currently in place at Illinois colleges and universities that are related to the six goals of *The Illinois Commitment*. In the case of some goals, indicators for which data are unavailable or incomplete provide only a partial picture of progress toward that goal. Subsequent reports will incorporate additional indicators, including the addition of mission-specific measures, an assessment of progress toward indicator goals for both statewide and common institutional indicators, as well as additional trend analyses that will be possible with enhanced data collection over a period of years.

² This report, *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*, can be found at <http://www.ibhe.org/Board/Agendas/2003/February/Item%206%20Report.pdf>.

ENVIRONMENTAL FACTORS IMPACTING ILLINOIS HIGHER EDUCATION

Progress toward meeting the goals of *The Illinois Commitment* is related in part to higher education's external environment. Measures of institutional performance must be considered within this overall environmental context. This section will discuss the key external environmental factors impacting Illinois higher education from a statewide perspective to provide the context in which the state's system of higher education addresses the goals of *The Illinois Commitment*.

What are the policy implications of environmental factors for Illinois higher education?

- ✓ Illinois colleges and universities are facing a growing and more diverse student population, which is projected to continue throughout this decade.
- ✓ Higher levels of education are required in the "knowledge economy" and this demand will place pressures on the higher education system to respond.
- ✓ Illinois' educational capacity exceeds the national average on many measures, but more effort is needed to further enhance educational participation and attainment in order to ensure future economic viability.
- ✓ State funding constraints in recent years have contributed to tuition increases that fuel both affordability and fiscal accountability concerns.

Demographic Factors

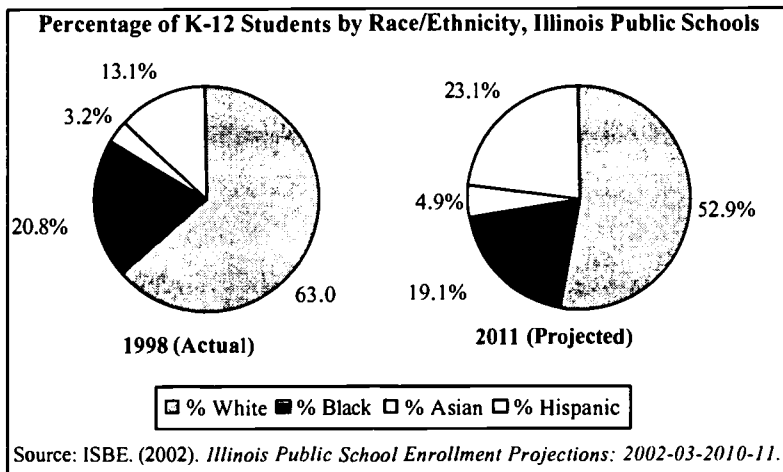
As the population of Illinois increases, so too does the diversity of the state. From 1990 to 2000, the overall population increased by 8.6 percent. Population projections anticipate another 6.3 percent increase from 2000 to 2015. Exhibit B depicts the projected changes by race and ethnicity from 2000 to 2015.

Exhibit B
The Increasing Diversity of Illinois' Population³

Race/Ethnicity	2000	2015	Percent Change
White	9,737,561	10,135,285	4.1%
Black	1,864,081	2,037,262	9.3%
American Indian	27,117	33,520	23.6%
Asian	422,059	601,769	42.6%
Hispanic	1,268,090	1,839,741	45.1%
Non-Hispanic	10,782,728	10,968,095	1.7%
Total Population	12,050,818	12,807,836	6.3%

³ Race/Ethnicity categories included in Exhibit B are based on the 2000 Census Bureau classifications. Race/Ethnicity categories used elsewhere in this report are based on IPEDS classifications. The difference in collection methods between these two entities is not comparable.

Exhibit C



The percentage of Asian and Hispanic student enrollments in the K-12 system is projected to continue to increase. The percentage of Hispanic students enrolled in public schools is projected to increase by ten percent from 1997-98 to 2010-11. The percentage of White and Black students is expected to gradually decrease.

Exhibit D

Exhibit D illustrates the expected continuation of growth of public high school graduates in Illinois. The number of graduates is expected to increase by 12.5 percent from 2002 to 2012. This surpasses the national projection of 7.4 percent for the same time period. The increase in high school graduates will be a significant factor in enrollment planning for Illinois higher education institutions.

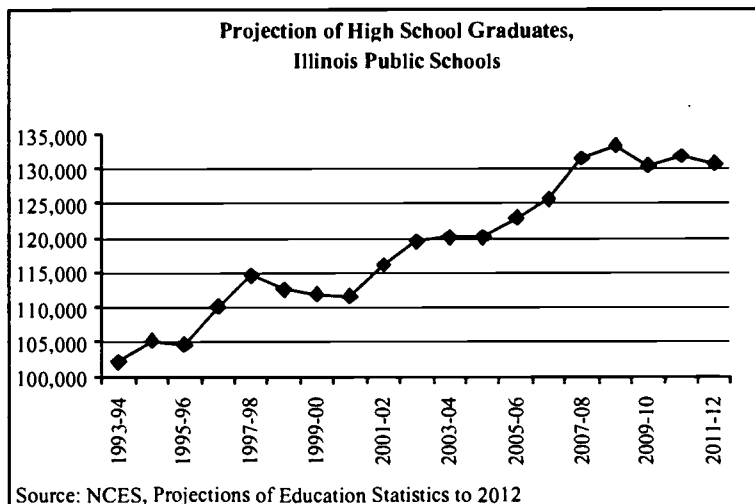
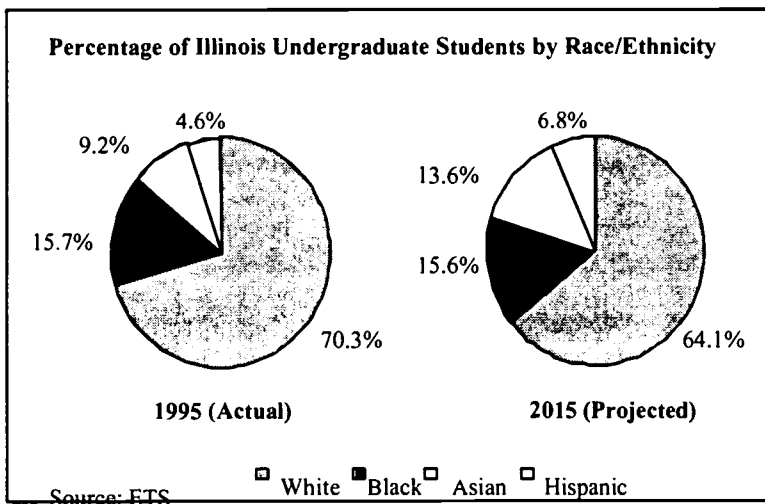


Exhibit E



Exhibits E and F illustrate the anticipated growth in undergraduate enrollment by race/ethnicity and age, which corresponds to the projected increase in the number of high school graduates and the diversity of the student body. As shown in Exhibit E, Asian and Hispanic students are expected to increase from 1995 to 2015, while the percentage of White students is expected to decrease.

Why the expected increase in the number of undergraduates on campus in 2015?

- Higher Generation Y Births
- Better Preparation
- More Older Students
- Rising Immigration
- Changing Family Circumstances

- Carnevale & Fry. (2000). *Crossing the Great Divide*. ETS.

Exhibit F

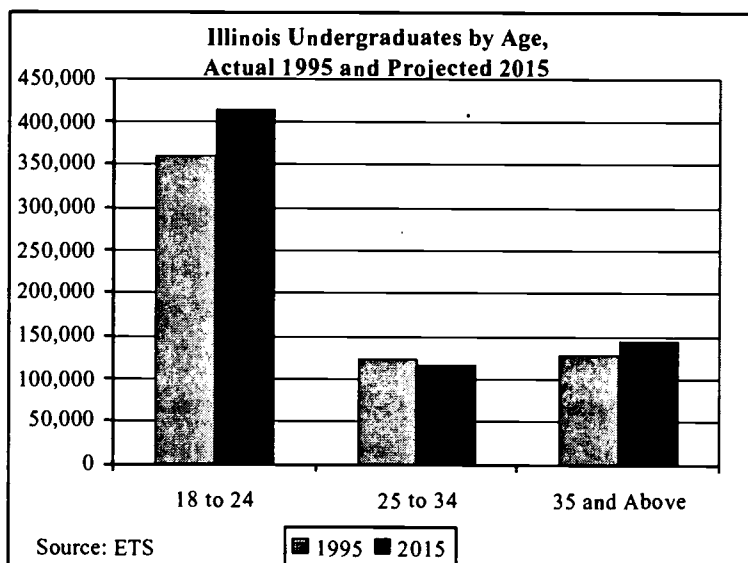


Exhibit F shows the projected increase in the number of undergraduates entering Illinois postsecondary education by 2015. As shown, the greatest influx of new students will come from “traditional age” students (18-24), with a 15.6 percent increase in undergraduates from this age group expected during this period.

Exhibit G

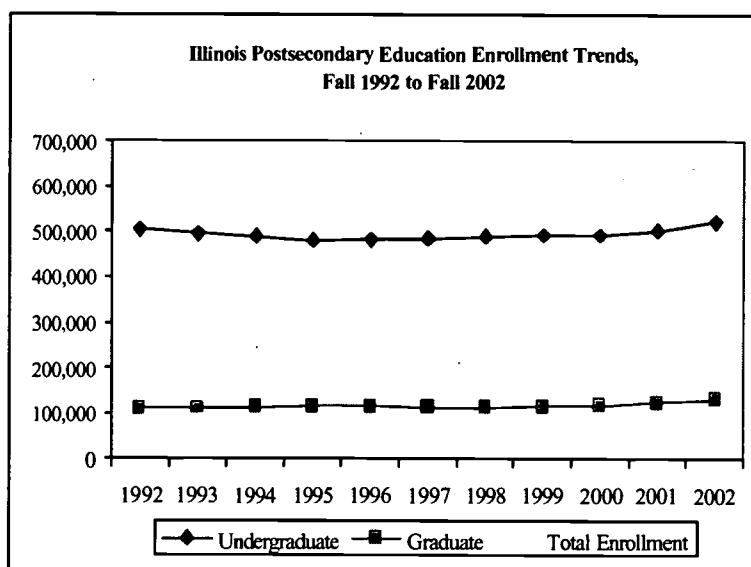


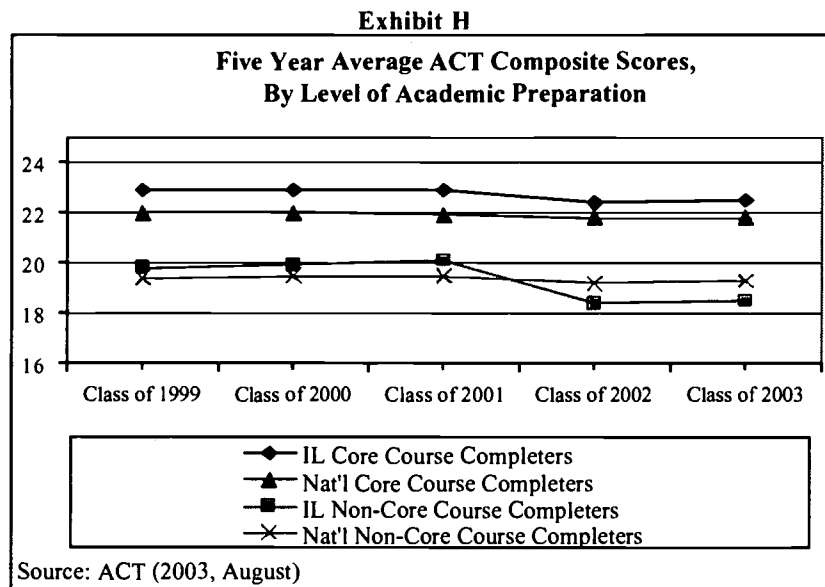
Exhibit G illustrates that overall enrollment in Illinois higher education has grown steadily since the mid-1990s. From Fall 1992 to Fall 2002, total enrollment grew by almost nine percent. This trend is consistent with the increasing number of Illinois high school graduates, as approximately 61 percent of these students continue on to higher education.

How do these demographic factors impact the goals of *The Illinois Commitment*?

Increasing enrollments and a more diverse student population will challenge higher education institutions to meet the needs of these individuals (*Goal 4*) while maintaining a high-level of quality (*Goal 5*).

Educational Factors

Exhibit H compares Illinois average ACT composite scores with the nation in terms of those students pursuing the ACT recommended core curriculum and those who do not. The ACT core curriculum includes four years of English and three years each of mathematics (algebra and above), social sciences, and natural sciences. Beginning with the Class of 2002, all students in Illinois public schools are required to take the ACT as part of the Prairie State Achievement Examination (PSAE), which accounts in part for the decline in the Illinois average between 2001 and 2002.



The ACT results indicate that students taking the core curriculum do much better on the exam. This also suggests that these students are better prepared for college course work, which is a key determinant of college success. The current minimum requirements for high school graduation in Illinois are less rigorous than the ACT-recommended core curriculum.

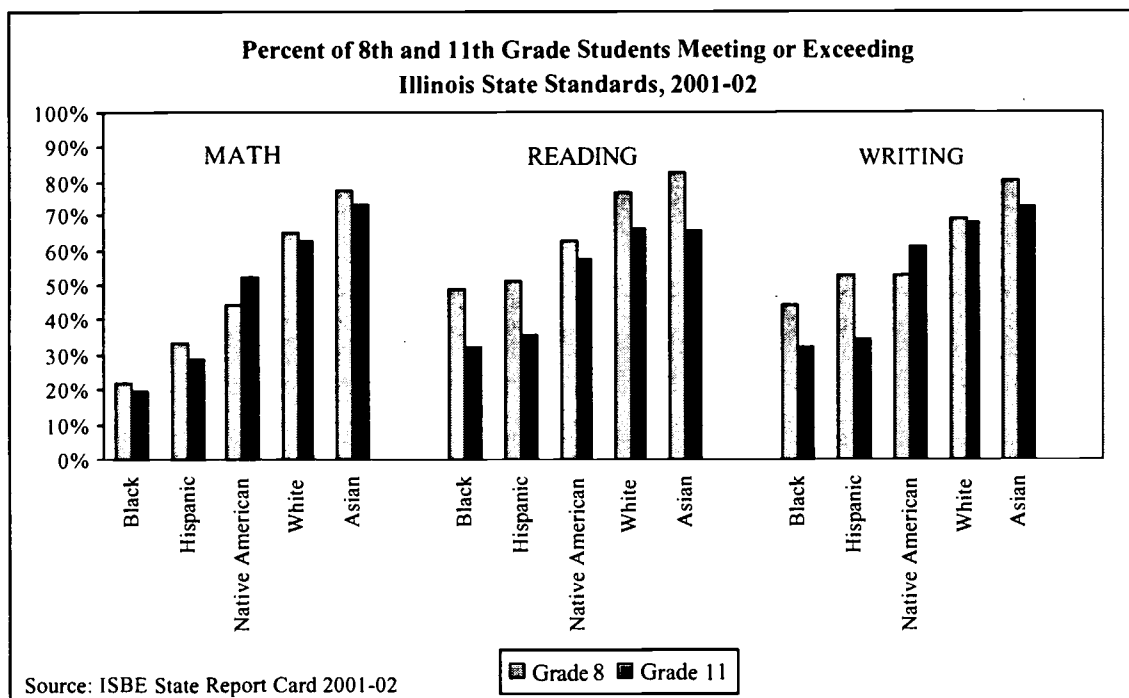
ACT Highlights Illinois Class of 2003

- 34 students scored a perfect 36 (only 195 students nationally achieved a perfect score).
- 65 percent of the Class of 2003 reported the desire to pursue at least a bachelor degree.
- 41 percent of the 134,505 Illinois students taking the ACT reported taking a “core” college prep curriculum.

Source: Illinois State Board of Education

Exhibit I shows the percentage of Illinois students (8th grade and 11th grade) that are either meeting or exceeding Illinois Learning Standards (ILS) for 2001-02 as indicated by the ISAT/PSAE exams. The ILS define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. As depicted in Exhibit I, the K-12 population projected for the most growth in coming years (Hispanic), also has one of the lowest percentage of students currently meeting the learning standards. This has significant implications for both the state's K-12 system as well as the future ability of the state's system of higher education in providing opportunities for all students to participate and succeed at all levels of education.

Exhibit I



"Educational attainment levels...are the yardstick used throughout the world to measure economic growth potential."

- Education Commission of the States. (2003). *Closing the College Participation Gap*

Exhibit J (next page) provides a comparison of various measures of Illinois' higher education participation and attainment level relative to the national average:

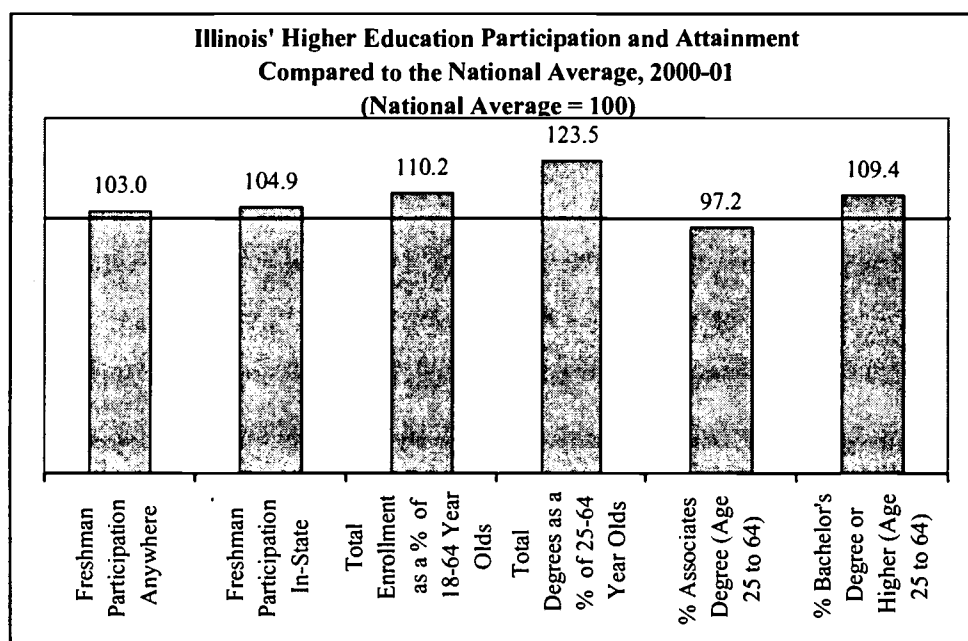
- The percent of high school graduates enrolling in higher education anywhere as new freshmen within 12 months of high school graduation;
- The percent of high school graduates enrolling in higher education in-state as new freshman within 12 months of high school graduation;
- The percent of 18- to 64-year old Illinois residents enrolled in higher education;

- Total degrees produced in 2000-01 as a percent of 24- to 64-year old Illinois residents;
- The percent of 24- to 64-year old Illinois residents with an associate degree; and
- The percent of 24- to 64-year old Illinois residents with a baccalaureate degree or higher.

The comparisons in Exhibit J suggest the following implications for Illinois:

- Illinois does well in terms of overall participation in college of recent high school graduates and although many Illinois high school graduates attend college out of state, the in-state participation rate still exceeds the national average;
- Illinois does well in terms of enrollment and degrees produced relative to its population; but
- Illinois has a somewhat lower level of overall educational attainment of its population given its relative level of degree production, which suggests a net out-flow of college graduates from the state.

Exhibit J



How do these educational factors impact the goals of *The Illinois Commitment*?

Are students well-prepared to enter college and the workforce? Postsecondary institutions will need to partner with P-12 schools to help move students successfully through the academic pipeline (*Goal 2*). As a whole, Illinois exceeds the national average in most educational attainment areas, however more college graduates will be required to meet the growing demand of employers and to fill the void soon to be created by the retirement of the baby boomers (*Goal 1*).

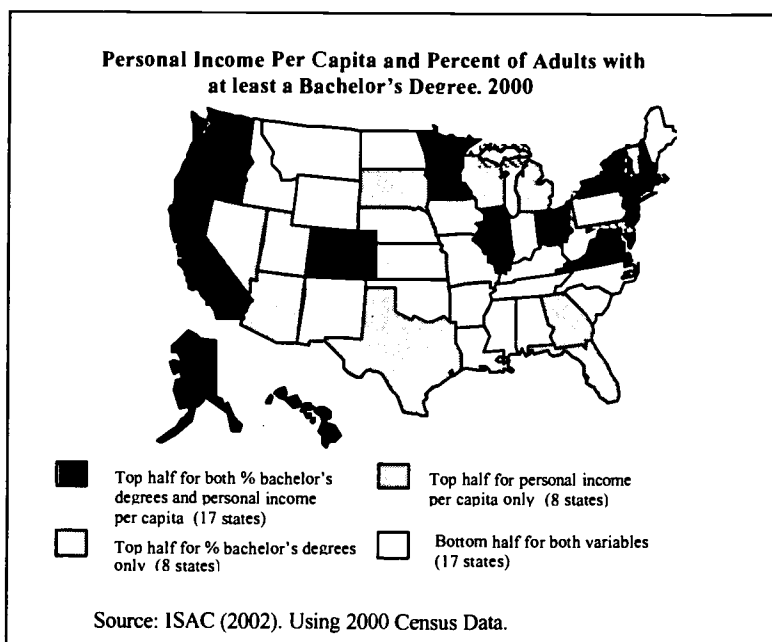
Economic Factors

"In the current economy, the only decision more expensive than going to college is not going to college, because college-level wages are rising and the wages of those with high school or less are declining."

- Educational Testing Service. (2003). *Standards for What? The Economic Roots of K-16 Reform.*

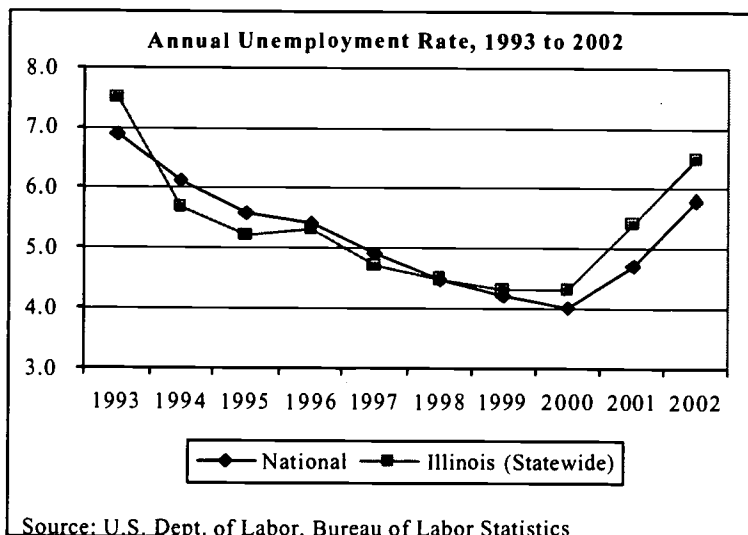
Higher education makes several contributions to the economic well-being of a state. As shown in Exhibit J, there is a strong correlation between income and educational attainment. The value of higher education for an individual also extends beyond monetary benefits. Research has shown that college-educated individuals are more productive, healthier, less likely to commit violent crimes, and more civic-minded than those who do not have a college education.

Exhibit K



In addition to individual benefits, higher education also contributes to continued economic growth and societal improvements by (1) generating new knowledge and discoveries leading to innovations that increase productivity and bring new products to the marketplace; (2) impacting local communities, states, and the nation through direct institutional expenditures and employment, as well as the expenditures of students and visitors; and (3) providing services and activities to citizens, government, and businesses.

Exhibit L



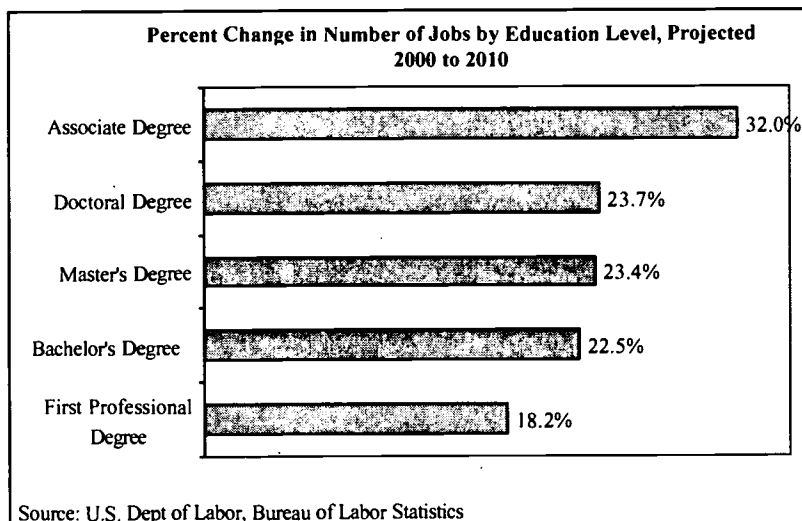
As illustrated in Exhibit L, unemployment has increased steadily since 2000 as a result of the economic downturn. During periods of high unemployment, enrollments at postsecondary institutions tend to increase. This is especially true for community colleges as persons seek training opportunities to get back into the job market or to improve their marketability.

"Occupations requiring a postsecondary vocational award or an academic degree, which accounted for 29 percent of all jobs in 2000, will account for 42 percent of total job growth from 2000 to 2010."
 - Monthly Labor Review (November 2001)

Exhibit M provides a list of those occupations, by education level, that the Illinois Department of Employment Security projects will offer the most annual job openings each year.

Exhibit M Illinois' Top "Best Bet" Occupations ⁴	
Work Experience + Bachelor's Degree or Higher	Associate's Degree
1. Sales Managers	1. Registered Nurses
2. Computer & Information Systems Managers	2. Computer Support Specialists
3. Lawyers	3. Dental Hygienists
4. Pharmacists	4. Radiologic Technologists & Technicians
5. Education Administrators, K-12	
Bachelor's Degree	Postsecondary Vocational Training
1. Registered Nurses	1. Automotive Service Technicians/ Mechanics
2. Secondary School Teachers	2. Licenses Practical Nurses
3. Computer Software Engineer: Applications	3. Computer Specialists
4. Computer Systems Analyst	4. Medical Secretaries
5. Network & Computer Systems Administration	5. Medical Transcriptionists

Exhibit N



The growing need for a postsecondary education is reflected in the national outlook for employment. Exhibit N shows the projected growth in the number of jobs by education level. As illustrated, employment opportunities in occupations requiring at least an Associate Degree are expected to experience the largest growth, 32 percent, from 2000-2010.

How do these economic factors impact the goals of *The Illinois Commitment*?

Enhancing and maintaining access to postsecondary education opportunities for Illinoisans (*Goal 4*) is the best way to ensure the current and future economic competitiveness of the state (*Goal 1*), which in turn places increased enrollment pressures on the state's system of higher education.

⁴ Defined as those "occupations that combine a high growth rate with a large number of annual openings, and pay well for the level of training/education". (IDES, *Illinois Job Outlook in Brief*, 2002-03.)

Fiscal and Policy Factors

Illinois provides a relatively modest level of overall funding for higher education when compared to other states. Exhibit O presents comparative data on state higher education appropriations for fiscal years 1993 and 2003. The indicators – state higher education appropriations per capita and per \$1,000 income – allow for comparisons to be made among states on the relative funding effort for higher education by controlling for differences in population and reflecting the relative wealth or economic capacity of a state. Despite some improvement during this period, Illinois remains in the bottom half of all states in both measures.

Exhibit O

State Appropriations for Higher Education Operating Expenses Per Capita and Per \$1,000 Personal Income, FY93 and FY03							
Indicator	FY 1993		FY2003		Change: FY 1993 to 2003		
	Amount (\$)	Rank Among States	Amount (\$)	Rank Among States	\$	%	Rank
State Appropriations for Higher Education Operating Expenses Per Capita							
Illinois	148.91	36	221.18	26	72.27	48.5%	10
National Median	161.92	--	221.94	--	60.02	37.1%	--
State Appropriations for Higher Education Operating Expenses Per \$1,000 Personal Income							
Illinois	7.18	39	6.66	32	-0.52	-7.2%	7
National Median	9.34	--	7.33	--	-2.01	-21.5%	--

Source: *Grapevine*, Center for the Study of Education Policy, Illinois State University.

Exhibit P shows the trend in state general funds support for higher education operations and grants between fiscal years 1990 and 2004, both in current and inflation-adjusted dollars. After a sustained period of growth, state general funds support for higher education decreased over the past two years, from \$2.7 billion in fiscal year 2002 to \$2.4 billion in fiscal year 2004.

Exhibit P

State General Funds Appropriations for Higher Education, FY90 to FY04

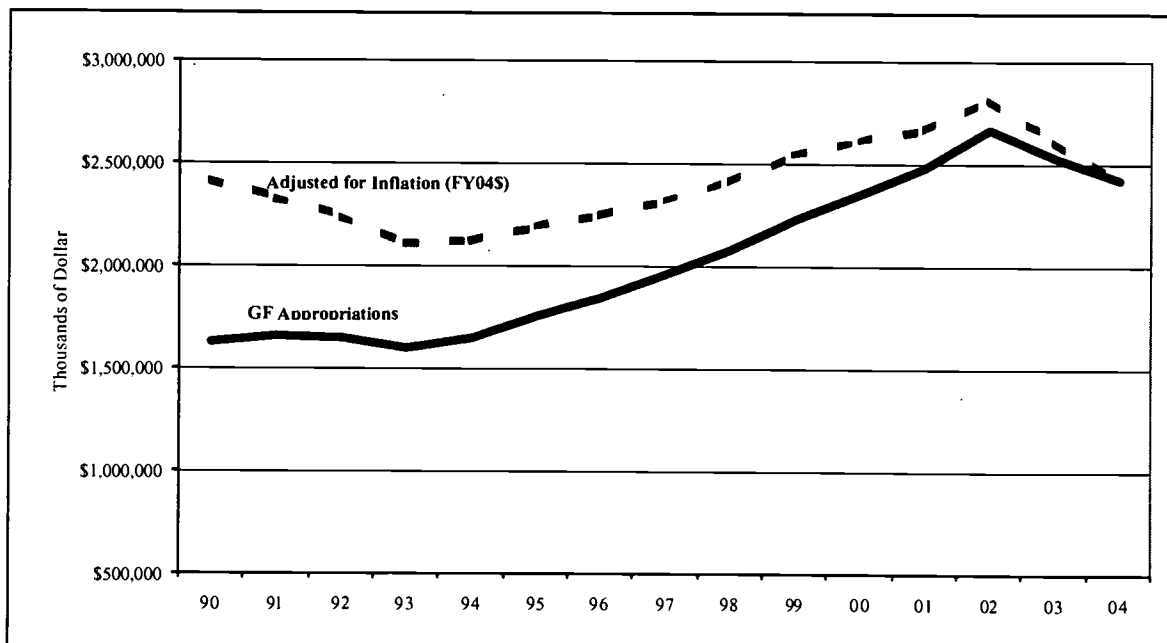


Exhibit Q shows the cumulative percentage change in state general funds support for higher education by sector, adjusted for inflation. As noted, significant resources have been invested in the State Universities Retirement System (SURS) since the mid-1990s in response to a statutory change to improve the long-term financial condition of all state-funded retirement systems. In addition, state general funds support for the Illinois Student Assistance Commission (ISAC) increased by \$102.1 million, or 34.5 percent. Virtually all of the funds appropriated to ISAC are for direct student assistance (98.6 percent), the majority of which is through the Monetary Award Program (MAP).

Exhibit Q
Percent Change in State General Funds Appropriations for Higher Education by Sector
Fiscal Years 1990 to 2004 (Adjusted for Inflation*)

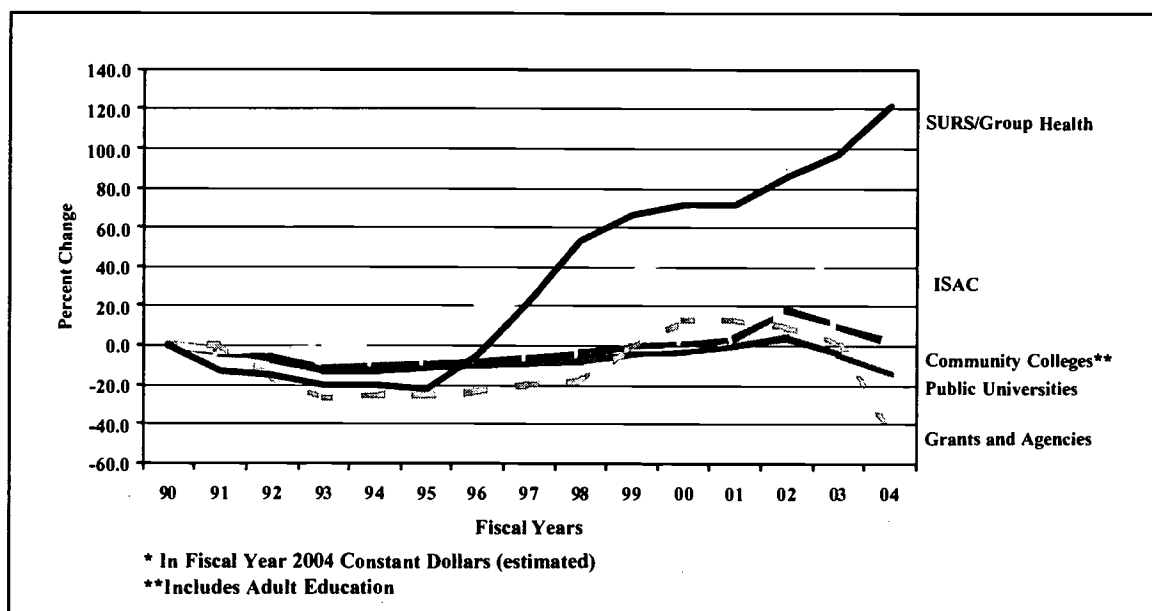
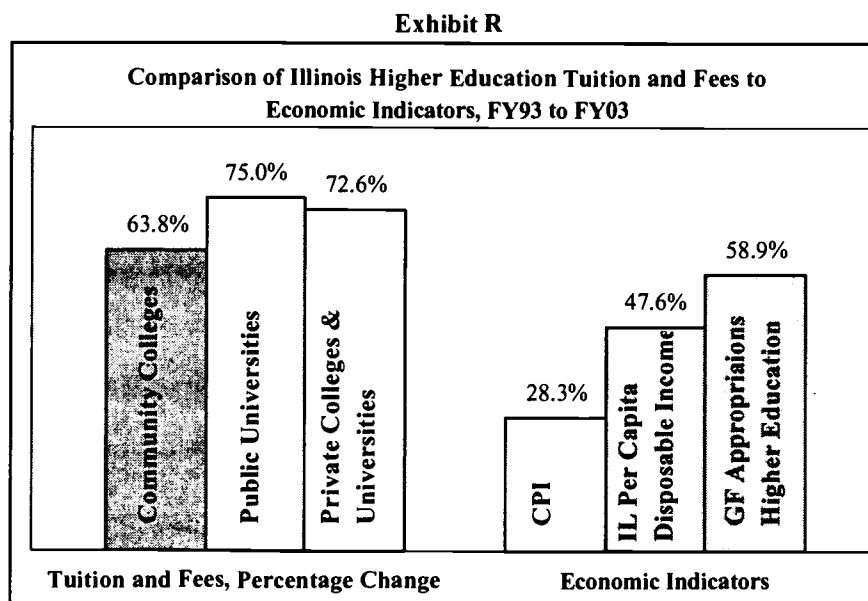
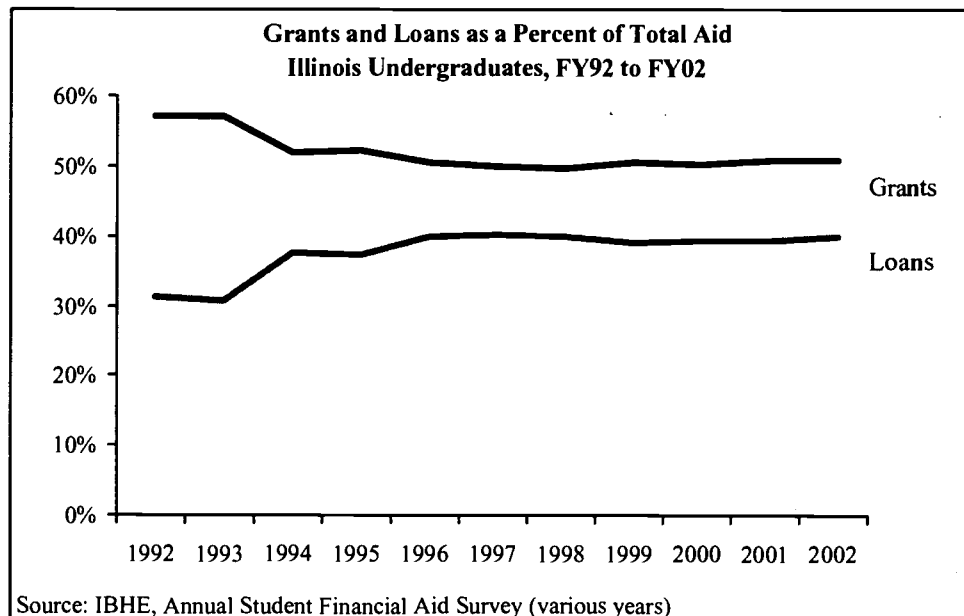


Exhibit R shows that tuition and fees in all sectors have increased faster than inflation or the standard economic indicators for the period from fiscal year 1993 to fiscal year 2003.



Nationally, research has emphasized the growing reliance of student loans to pay for college. Exhibit S depicts a ten-year trend for Illinois that indicates overall, grants account for a larger percent of total aid than loans for undergraduate students. This is, in part, the result of the significant investment made by Illinois in need-based financial aid, primarily through the Monetary Award Program (MAP). The MAP Grant is the second single largest program of its kind in the nation (\$372.4 million compared to New York's \$674.6 million in 2001-02). However, the growing debt faced by Illinois students is still very much a concern, as the dollars borrowed have outpaced grant growth over the last 10 years, with the amount borrowed by undergraduate students nearly tripling during this time period. In addition, a growing reliance on student loans also precludes many students and families from pursuing higher education.

Exhibit S



The combination of rising tuition along with other factors has raised concerns about both the affordability and fiscal accountability of Illinois higher education. As a result, the Governor and General Assembly enacted two key pieces of legislation.

- Public Act 93-0228, often referred to as the “truth-in-tuition” law, responds to the concerns of the rising cost of attendance at Illinois public universities. This Act requires tuition to be kept level for four consecutive years after first enrollment in a public university for Illinois resident undergraduates. The tuition guarantee would apply to those students who first enroll after the 2003-04 academic year.
- Public Act 93-0229 requires that all appropriations to public universities be by standard line item. The Act also requires that public universities report on prior year revenues and expenditures to the Governor and General Assembly through the IBHE by November 1 each year.

The higher education community is working together to increase the transparency of their operations and increase accountability efforts by enhancing the oversight role of public university

boards of trustees within the budget process, reducing administrative costs, and exploring possibilities for other methods of operational streamlining. In addition, the IBHE undertook a one-year study of affordability, which concluded in August 2003.⁵ Recommendations have already begun to be implemented, which include: the “truth-in-tuition” law, expansion of the Illinois Incentive for Access Grant Program (Public Act 93-0455), and exploration of opportunities for reducing regulatory and reporting requirements to help reduce costs.

How do these fiscal and policy factors impact the goals of *The Illinois Commitment*?

Reductions in state appropriations to higher education challenge the state’s system of higher education to find creative ways to improve productivity and demonstrate a high-level of public accountability (*Goal 6*), while also maintaining educational quality (*Goal 5*). In tough economic times, the commitment to maintain an affordable education becomes of even greater importance as an education plays a key role in helping individuals to gain entrance to the workplace (*Goals 1 and 3*). In addition, a greater reliance on student loans and a widening of the college affordability gap for low-income students may hinder a student’s access to, and choice among, higher education opportunities (*Goals 3 and 4*).

⁵ See <http://www.ibhe.org/Board/Agendas/2003/August/Item%209%20Report.pdf>

MEETING THE GOALS OF *THE ILLINOIS COMMITMENT*

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

What are the policy implications of the performance indicators for economic growth?

- ✓ Illinois colleges and universities appear to do a good job of preparing students to enter the workforce, providing graduates at all levels and across a broad array of program areas.
- ✓ However, given the projected Illinois workforce demands noted earlier, is the state's system of higher education positioned to meet emerging needs? Periodic statewide follow-up surveys of employers and other studies should be conducted to help answer this question.

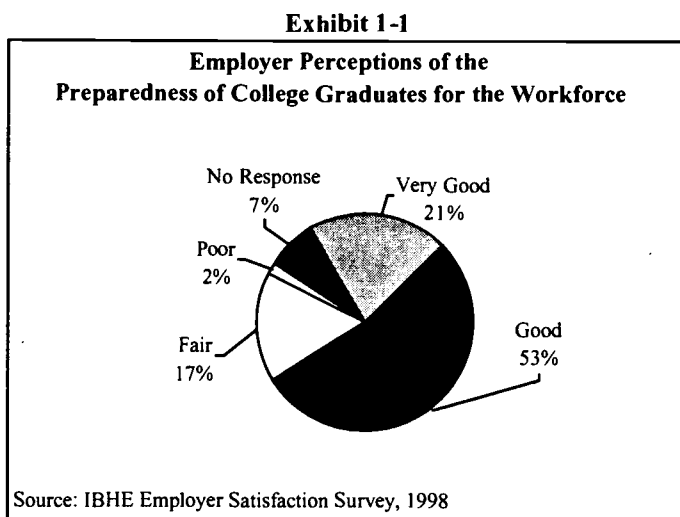
Statewide Indicators

Satisfaction of Illinois business and industry with Illinois higher education

Approximately 1,000 employers representing various types and sizes of firms from across the state were interviewed to assess how well higher education was meeting the needs of the business community.⁶ In general, the survey findings were very positive, but yet there is room for improvement.

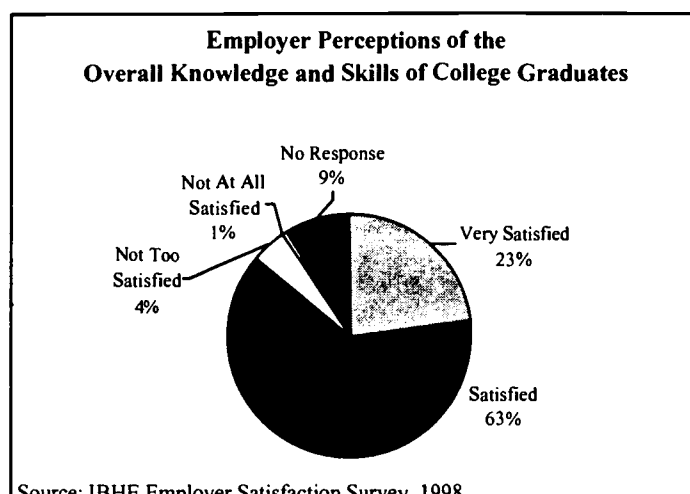
Overall, how would you rate the job Illinois colleges and universities are doing in preparing its graduates for the workforce?

As shown in Exhibit 1-1, 74 percent of employers indicated that higher education is doing either good or very good in preparing graduates for the workforce. Two employer categories – non-manufacturing and those with over 250 employees – voiced the greatest levels of satisfaction.



⁶ IBHE (1998, November). *Employer satisfaction with higher education in Illinois, 1998*. A survey conducted for the Illinois Board of Higher Education by the Center for Governmental Studies, Northern Illinois University.

Exhibit 1-2



How satisfied or dissatisfied are you with the overall knowledge and skills of your recently hired college graduates?

As depicted in Exhibit 1-2, over 85 percent of employers interviewed indicated they are either very satisfied or satisfied with the overall skills and knowledge of Illinois graduates.

How important do you think higher education in Illinois is for the "on-going" training needs of your employees?

Exhibit 1-3 indicates that over 90 percent of employers interviewed view higher education as either very important or somewhat important for meeting their training needs. Two employer categories – non-manufacturing and those with over 250 employees – tended to rank higher education as more important for training than did other employers.

Exhibit 1-3

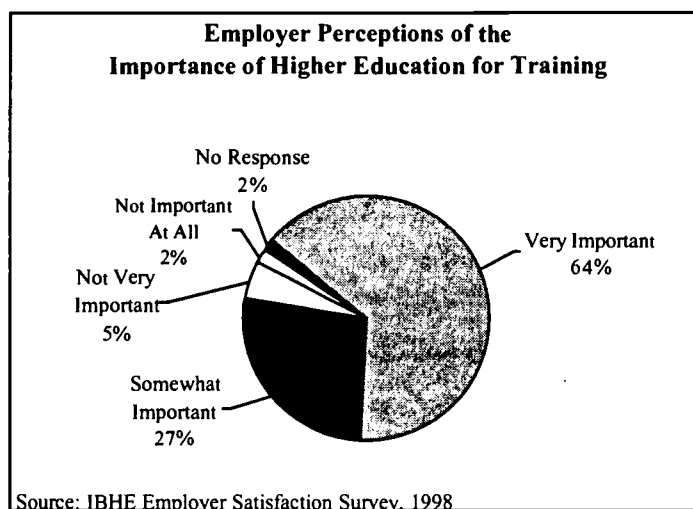
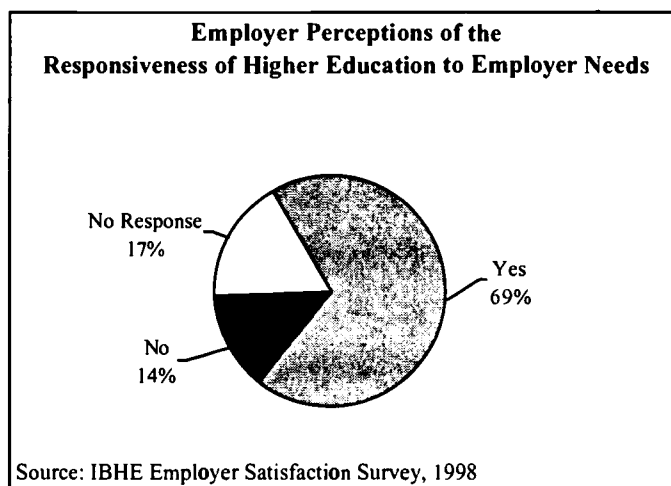


Exhibit 1-4



In your association with colleges and universities in recent years, would you say that they have been very responsive to your needs?

As illustrated in Exhibit 1-4, 69 percent of employers interviewed indicated that higher education institutions are responsive to their needs. Employers in the trade, financial services, and personal services firms rated higher education as more responsive than did other non-manufacturing and manufacturing companies.

Annual number of Illinois graduates by level and broad field of study

Exhibit 1-5 illustrates the trend in the number of graduates in various fields of study over the last two decades and reflects the ebb and flow of demand and interest across these program areas during this period.

Exhibit 1-5
Number of Illinois Graduates by Level and Broad Field of Study

	<u>FY 1985</u>	<u>FY 1992</u>	<u>FY 2000</u>	<u>FY 2001</u>	<u>FY 2002</u>	<u>Percent Change</u>		
						<u>FY85-02</u>	<u>FY92-02</u>	<u>FY00-02</u>
Agriculture								
Pre-Baccalaureate	460	510	709	634	734	59.6 %	43.9 %	3.5 %
Baccalaureate	724	453	637	647	680	(6.1)	50.1	6.8
Post-Baccalaureate	184	173	123	130	139	(24.5)	(19.7)	13.0
Total	1,368	1,136	1,469	1,411	1,553	13.5	36.7	5.7
Business								
Pre-Baccalaureate	9,257	7,280	7,277	7,770	8,540	(7.7)	17.3	17.4
Baccalaureate	9,686	11,057	10,617	10,790	12,035	24.3	8.8	13.4
Post-Baccalaureate	4,460	5,822	6,873	7,149	8,497	90.5	45.9	23.6
Total	23,403	24,159	24,767	25,709	29,072	24.2	20.3	17.4
Education								
Pre-Baccalaureate	241	52	151	102	123	(49.0)	136.5	(18.5)
Baccalaureate	4,348	5,861	6,259	6,380	6,520	50.0	11.2	4.2
Post-Baccalaureate	3,688	6,052	7,536	7,822	8,403	127.8	38.8	11.5
Total	8,277	11,965	13,946	14,304	15,046	81.8	25.8	7.9
Engineering								
Pre-Baccalaureate	2,306	1,628	1,362	1,390	1,596	(30.8)	(2.0)	17.2
Baccalaureate	4,117	3,565	3,300	3,434	3,428	(16.7)	(3.8)	3.9
Post-Baccalaureate	1,147	1,377	1,489	1,490	1,341	16.9	(2.6)	(9.9)
Total	7,570	6,570	6,151	6,314	6,365	(15.9)	(3.1)	3.5
Health Sciences								
Pre-Baccalaureate	6,017	7,102	7,028	8,576	8,696	44.5	22.4	23.7
Baccalaureate	3,020	2,435	3,542	3,279	3,287	8.8	35.0	(7.2)
Post-Baccalaureate	3,266	3,653	4,198	4,217	4,083	25.0	11.8	(2.7)
Total	12,303	13,190	14,768	16,072	16,066	30.6	21.8	8.8
Liberal Arts and Sciences								
Pre-Baccalaureate	5,852	8,880	9,641	9,777	9,688	65.6	9.1	0.5
Baccalaureate	1,552	2,556	2,292	2,397	2,308	48.7	(9.7)	0.7
Post-Baccalaureate	40	79	168	183	200	400.0	153.2	19.0
Total	7,444	11,515	12,101	12,357	12,196	63.8	5.9	0.8
Social Sciences								
Pre-Baccalaureate	112					---	---	---
Baccalaureate	3,771	5,406	4,718	4,877	4,943	31.1	(8.6)	4.8
Post-Baccalaureate	861	1,043	1,102	1,068	1,102	28.0	5.7	0.0
Total	4,744	6,449	5,820	5,945	6,045	27.4	(6.3)	3.9
Visual and Performing Arts								
Pre-Baccalaureate	548	418	767	872	988	80.3	136.4	28.8
Baccalaureate	2,039	2,376	3,087	3,323	3,724	82.6	56.7	20.6
Post-Baccalaureate	740	736	782	859	898	21.4	22.0	14.8
Total	3,327	3,530	4,636	5,054	5,610	68.6	58.9	21.0
All Other								
Pre-Baccalaureate	8,583	13,163	11,979	13,806	13,647	59.0	3.7	13.9
Baccalaureate	16,409	18,938	20,219	20,180	21,014	28.1	11.0	3.9
Post-Baccalaureate	6,871	8,417	9,741	9,864	10,063	46.5	19.6	3.3
Total	31,863	40,518	41,939	43,850	44,724	40.4	10.4	6.6

Source: IPEDS Degrees Conferred Survey. The fields of study reflect CIP code groupings and do not necessarily reflect the actual number of degrees granted by a specific college at an institution, such as Education or Liberal Arts & Sciences.

Annual sponsored research expenditures

Research and development (R&D) expenditures measure the competitiveness of the state and its institutions. As shown in Exhibit 1-6, Illinois' doctorate-granting institutions have done well overall in securing R&D funding. The lower ranking in the percent of total R&D expenditures from federal sources suggests that there is an opportunity for growth in this area. However, the institution's ability to obtain federal funds is inextricably linked to the capability of the institution to attract and retain top-notch faculty and staff.

Exhibit 1-6
R&D Expenditures at Illinois Doctorate-Granting Institutions
(Dollars in thousands)

R&D Expenditures	FY1999		FY2000		FY2001	
	\$	Rank	\$	Rank	\$	Rank
Doctorate-Granting Institutions, All Sources	1,086,793	7	1,157,321	7	1,268,364	7
Doctorate-Granting Institutions, Federal Sources	618,342	7	672,822	7	733,648	7
Percent of R&D Expenditures from Federal Sources	56.9%	20	58.1%	19	57.8%	20

Source: NSF, Survey of Research and Development Expenditures at Universities and Colleges, FY2001

Common Institutional Indicators

Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation

The vast majority of Illinois' public institution undergraduates find employment or enroll in further education within one year of graduation (Exhibit 1-7). These figures strongly suggest that students are well-prepared for the future – whether it be entering the workforce or continuing their education.

Exhibit 1-7
Undergraduate Students Employed or Enrolled in Further Education
Within One Year of Graduation

Sector	Minimum	Maximum	Mean
Community Colleges ¹	67.7%	100.0%	91.3%
Public Universities ²	88.2%	97.3%	94.0%
Private 4-Year Colleges & Universities ³	86.0%	99.0%	92.0%

¹ Academic Year 2001 Graduates. Source: ICCB Fiscal Year 2002 Occupational Follow-Up Study.

² Academic Year 2000 Baccalaureate Graduates. Source: IBHE 2001 Baccalaureate Follow-Up Survey.

³ Source: Fiscal Year 2003 Institutional Results Report Submissions (N=13).

Effective Practices

The following are examples of institutional collaborative activities with business and industry.

High-Tech Bootcamp

Southern Illinois University at Edwardsville initiated the High-Tech Bootcamp program in 2000 as a means of helping to meet the growing demands for technologically-trained graduates in today's marketplace. A number of companies, including Boeing and the Federal Reserve Bank, have sent current employees to the High-Tech Bootcamp.

The program is offered using an intensive eight-week summer format and a weekend format. The eight-week program meets 8:30 a.m. to 4:00 p.m. five days a week. The weekend format organizes all components into modules that are offered on alternate weekends. This intensive program is a model that can be transferred to other institutions interested in preparing individuals for opportunities in the high-tech workforce.

What is the goal? The program's goal is to meet workforce needs for information technology personnel with excellent analytical and problem-solving skills.

What are the benefits to industry? With the input of the Technology Advisory Board, SIUE has been successful in designing a program to meet the needs of industry. The Bootcamp offers the following benefits to industry:

- Addresses the "high-tech worker crisis."
- Ability to obtain high-aptitude graduates for positions in the information technology field.
- Ability to take advantage of professional knowledge and instructional expertise of full-time faculty in Computer Management Information Systems at the university.

What are the results? Since the program's inception, 93 percent of the 73 Bootcamp graduates have found IT positions or are applying IT skills to their positions.

(Source: Southern Illinois University's 2003 Results Report and SIUE Web Site)

Peoria NEXT

Bradley University is a key member of a not-for-profit organization called Peoria NEXT, which was formed in 2002 to facilitate the cultural transformation of the Peoria Region to a more entrepreneurially oriented approach to business; the development of networks critical for the success of the entrepreneur and leveraging regional assets to improve the economic, social, educational and physical well being of the region. The membership of Peoria NEXT also includes Methodist and OSF ST. Francis hospitals, the University of Illinois College of Medicine at Peoria, Caterpillar Inc, the USDA National Center for Agricultural Utilization Research, the Peoria Public Schools, Illinois Central College, and the Heartland Partnership as well as others.

What is the goal? Peoria NEXT hopes to become nationally recognized and by 2015 recognized as the preferred Midwestern location for research, innovation, development, and commercialization of science and technology in the areas of agriculture, engineering, bio-engineering and medicine.

Why the interest? The economic base in the region is stagnant and the consequences of this condition continuing are not acceptable. Community leaders must assume responsibility for revitalizing the region and due to the significant assets and resources we have in the science and technology fields, we're positioned to achieve our objectives.

How long will it take to achieve success? Peoria NEXT is already succeeding in many ways. Staff and resources are in place. Outreach and networking are occurring daily. Nearly \$5 million has been committed by local individuals and organizations to invest in new technology based start-up businesses in Peoria through a larger venture capital fund already active. Peoria NEXT has also established its first major milestone by partnering zuChem with NCAUR to research and develop new sugar-based products for the development of new pharmaceuticals and to for safe and inexpensive food additives.

Turner Center for Entrepreneurship

Related to the activities of Peoria Next are the activities of Bradley's Turner Center for Entrepreneurship. Established in 2001, the Turner Center for Entrepreneurship builds on Bradley University's Foster College of Business Administration's historic strength in providing business training, counseling and technical assistance to start-up and existing businesses. The Center brings together education, research and outreach programs and services to help entrepreneurs create and grow more successful businesses. Illinois has called this a model program.

What are the results? Collectively, these outreach programs provided 16,509 hours of counseling and research to 641 clients during the twelve months ended June 30, 2003 and achieved the following results:

- 32 new businesses created,
- 64 new jobs created,
- 1,157 jobs retained,
- \$9.8 million in new financing, and
- \$38 million in new export sales.

(Source: Bradley University's 2003 Results Report)

Services to Business/Industry

Illinois community colleges help regional business and industry through developing curricula that address their needs, assuring a steady workforce, and by developing partnerships to enhance and assure continued economic growth.

Business and Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include customized job training and testing/assessment, entrepreneurship seminars and workshops, employment training, job search services, adaptation of instructional delivery, government contract procurement assistance, and individualized counseling and management assistance. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center.

In fiscal year 2003, community colleges provided 8,406 customized training courses to 2,272 companies (duplicated count) and served 89,439 employees (duplicated headcount). Through the Illinois Community College Board's Current Workforce Training Grant, the state of Illinois invested \$4.2 million in community colleges to help business and industry to achieve a more productive workforce. From that investment, client companies have reported a total of \$79 million in first year values saved resulting from the assistance of Illinois community colleges. Community colleges spent an average of \$3,535 of grant funds per company/per district and an average of \$88.56 per employee/per district.

Continuing Education and Public Service

Continuing education and public service activities represent an increasingly important facet of the community college mission. All community colleges provide continuing professional education to maintain currency or to meet requirements for continuing professional development in fields such as allied health, real estate, insurance, and education. Illinois community colleges provided 1,990 noncredit public training courses and another 2,585 workshops to 33,652 individuals and served 2,667 organizations.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

What are the policy implications of the performance indicators for partnerships with P-12 education?

- ✓ The overall number and distribution by certificate area of students completing requirements for initial teacher certification has remained relatively stable over the past few years.
- ✓ A more fundamental issue centers on the ability of all teachers (new and continuing) to meet the needs of the growing and increasingly diverse K-12 student population noted earlier.
- ✓ Additional information is needed to gain a more complete understanding of how well Illinois' higher education system is meeting this goal in total. Initiatives such as the "Teacher Data Warehouse" are under development as a means to address "data gaps."

Statewide and Common Institutional Indicators

Annual number of students completing requirements for initial teacher certification by certificate area

Exhibits 2-1 and 2-2 illustrate the number of students at Illinois public universities completing the requirements necessary for initial teacher certification by certificate area. This indicator helps to identify the potential supply of new teachers preparing to enter the K-12 workforce in Illinois. As illustrated in Exhibit 2-1, the number of students has remained relatively stable from 2000 to 2002, in terms of total numbers and by certificate area.

Exhibit 2-1

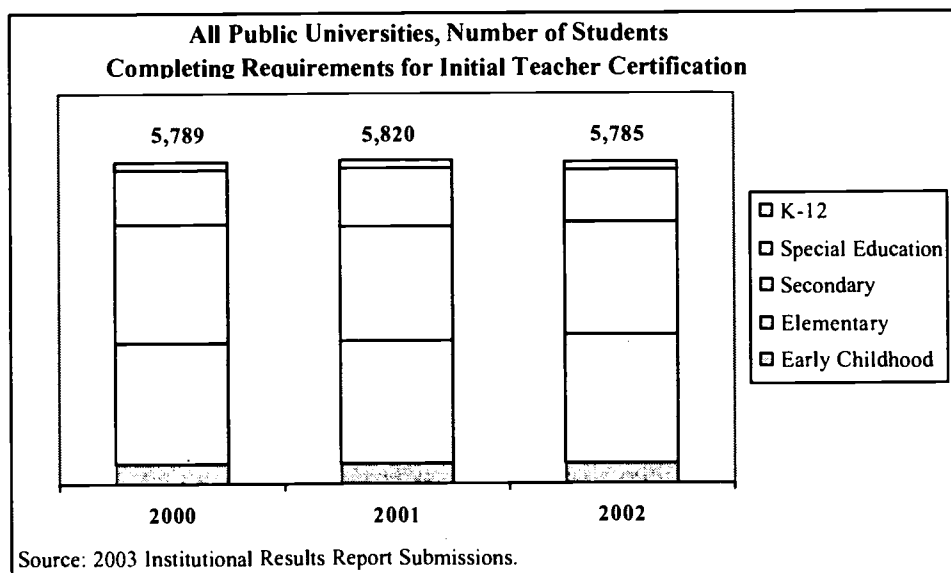


Exhibit 2-2

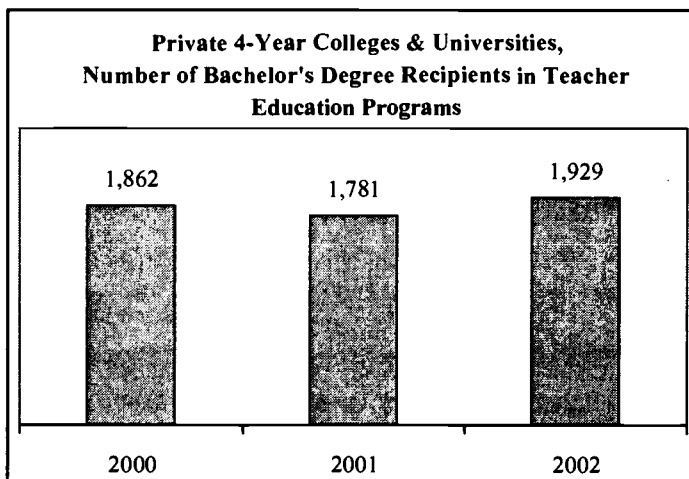
Public Universities, Number of Students Completing Requirements for Initial Teacher Certification by Area			
Certificate Area	1999-00	2000-01	2001-02
Early Childhood Education (N = 11) Percent of Total	372 6.4 %	346 5.9 %	374 6.5 %
Elementary Education (N = 12) Percent of Total	2,149 37.1 %	2,216 38.1 %	2,290 39.6 %
Secondary Education (N = 12) Percent of Total	2,147 37.1 %	2,042 35.1 %	2,043 35.3 %
Special Education (N = 11) Percent of Total	968 16.7 %	1,077 18.5 %	929 16.1 %
K-12 (N = 2) Percent of Total	153 2.6 %	139 2.4 %	149 2.6 %
Total, All Public Universities	5,789	5,820	5,785

N=Number of institutions with completers in each certificate area.

Source: Fiscal Year 2003 Institutional Results Reports.

Exhibit 2-3 shows the number of bachelor's degree recipients in selected fields of study related to teacher education at Illinois private four-year colleges and universities. *Note that these data reflect degree recipients in these fields as opposed to actual numbers of students completing requirements for initial teacher certification and are not comparable to those presented earlier for public universities. These degree data likely understate the actual number of students completing initial teacher education requirements at Illinois private institutions.* Comparable data are not available this year for all private institutions with teacher preparation programs. Future reports will improve upon the comparability and comprehensiveness of these data.

Exhibit 2-3



Note: Exhibit 2-3 represents data from 41 4-year private institutions in Illinois. Includes degree completions from four fields of study: Education, General; Special Education; General Teacher Education; and Teacher Education, Specific Subject Areas. Source: IPEDS Degrees Conferred Survey.

Teacher Scholarship Programs⁷

Illinois offers several scholarship opportunities through the Illinois Student Assistance Commission to encourage students to enter the teaching profession. The newest program, the Illinois Future Teacher Corps (IFTC) Scholarship, was created by Governor Blagojevich and the General Assembly in fiscal year 2004 to encourage students to pursue teaching in Illinois, particularly in fields designated as teacher shortage disciplines and/or in schools designated as hard-to-staff. Other scholarship opportunities include the Teacher/Child Care Provider Loan Repayment Program, Minority Teachers of Illinois Scholarship Program, and the Illinois Scholars Program.

⁷ For more information, see www.collegezone.com.

Effective Practices

The following are examples of institutional strategies to foster P-16 partnerships.

Chicago GEAR UP Alliance

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal initiative to increase the number of low-income students going to college. In 1999, the Chicago Education Alliance (CEA) was awarded a \$31 million grant over five years from the U.S. Department of Education to work with 35 schools in the city of Chicago. In 2000, an additional grant of more than \$6 million was awarded.

Who is involved? The Chicago GEAR UP Alliance is an unprecedented partnership comprised of the following higher education institutions: DePaul University, Roosevelt University, Loyola University, University of Chicago, Truman College, Chicago City Colleges, Northeastern Illinois University (fiscal agent), Chicago Public Schools, and other educational, business, and cultural organizations. These partners work collaboratively to address critical needs that impede student access to and success in college. These grants will help more than 15,000 inner city Chicago public school children prepare for and graduate from high school, and enroll and ultimately succeed in college.

What is the goal? The Chicago GEAR UP Alliance was developed to increase the number of students graduating and going on to postsecondary education by effecting positive whole-school, systemic change in Chicago public schools. More specifically, the major purpose of GEAR UP is to establish university-school collaborative networks that will result in greater numbers of inner city youth attending and succeeding in college. University partners are working within school networks to improve the academic performance and social readiness of students in grades 5 - 12.

What types of services are offered to students? The program provides services to bolster students' academic and college preparation, including: tutoring and academic enrichment activities, mentoring, counseling, team-building and leadership training, career development and college readiness activities, college visits, and scholarship opportunities.

What types of services are offered to parents? The program provides services to parents designed to increase their involvement in their child's education, such as: parent leadership meetings, workshops and conferences on school and college issues, family issues, ESL, computer training, as well as family cultural enrichment activities.

What types of services are offered to teachers? To institutionalize change, the program assists schools in improving instruction by offering teacher training opportunities, such as forum, conferences, and workshops, as well as forming vertical teams to address curriculum issues and providing instructional resources.

(Source: DePaul University's 2003 Results Report and Chicago GEAR UP Alliance Web Site)

STAR Online Virtual Teaching and Learning Community (VTLC)

The Western Illinois University College of Education and Human Services' STAR Online Virtual Teaching and Learning Community (VTLC) is an Internet-based professional development system for P-12 teachers that has been successfully implemented statewide.

What is the goal? Originally developed through funding from the SBC (then Ameritech) Foundation in 1997, the asynchronous online system was designed to address the needs of teachers in the field who did not have the training, time, or opportunity to obtain the skills needed to effectively incorporate technology into their own teaching and learning. The ever-evolving VTLC currently offers 53 interactive, self-paced modules that promote the effective use of technology in the classroom; provide ongoing support and resources; and facilitate collaboration among teachers across Illinois. The data-driven online system offers competency-based pre-assessments, portfolios, tracking, and alignment to ISTE and Illinois technology standards.

What are the results? During 2002-2003, 1,078 site licenses were established resulting in 3,445 Illinois teachers - ranging from rural areas to inner city schools, both public and private - that participated in VTLC professional development. Over 8,000 students were impacted by the resulting infusion of technology into classroom instruction. Over the year, 12,888 Continuing Professional Development Units were issued for teacher recertification. A clear indicator of the reputation of the program is the agreement with Chicago Public Schools (CPS) for STAR Online to serve as a provider of professional development for the entire district. This partnership includes training of mentors for the 24 newly established CPS Instruction Technology Areas. As a result of the partnership and training, 493 CPS schools have registered for the VTLC, which will involve the active participation of 701 Chicago teachers.

In September of 2002, WIU received the SBC's National Telecommunications Partnership Grand Prize award from the SBC Foundation and the National Association of Partners in Education for STAR-Online.

(Source: Western Illinois University's 2003 Results Report)

High School Articulation

The community colleges offer numerous initiatives in the area of high school articulation. Dual credit and dual enrollment are common means of enriching the final year(s) of high school for a number of students, addressing issues of time-to-degree and establishing linkages between the colleges and high schools. Dual credit courses provide high school students the opportunity to use the course to satisfy high school requirements and to earn college credit. Dual enrollment refers to high school students who enroll in college courses in addition to their high school curriculum. Preliminary data for fiscal year 2003 indicate that there were 30,269 dual credit enrollments at community colleges statewide (an increase of nearly 57 percent over the previous year), and an additional 4,867 college courses (not for dual credit) taken by high school students, a decrease of approximately 22 percent from the previous year. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs. With support from industry, information technology opportunities in Tech Prep are increasing, as well.

(Source: ICCB 2003 Results Report, Part I)

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

What are the policy implications of the performance indicators for affordability?

- ✓ While the proportion of Illinois students receiving some form of financial assistance continues to grow, so does the “sticker price” and “net price” of attendance relative to income.
- ✓ The relatively significant proportion of student/family income required to cover out-of-pocket costs for those at the lowest income levels in Illinois can serve as a barrier to access and degree completion, particularly for students and families averse to borrowing.
- ✓ Research suggests that financial barriers are a key deterrent to a college education. However, it is difficult to ascertain the number of students not attending for these reasons or why an academically talented student may choose to leave college. Additional research is needed on this complex issue.

This goal is perhaps the most difficult to measure of all six goals. However, it is possible to make an assessment on whether related trends run counter to the goal of reducing financial impediments to a college education, which is the rationale behind the selection of the following indicators. These measures represent just a beginning in developing reliable and meaningful indicators regarding college affordability.

In addition, the IBHE recently reaffirmed its commitment to affordability during a one-year study that was completed in August 2003.⁸ The 20 recommendations of the Committee on Affordability adopted by the IBHE build on three broad goals: (1) enhancing academic preparation and performance, (2) assisting needy students, and (3) keeping college costs affordable. These recommendations will be implemented during the coming years.

Statewide Indicators

Proportion of undergraduate students who receive financial aid

Exhibit 3-1 shows the percentage of students receiving financial aid within each sector. Overall, the percent of students receiving some type of aid increased from fiscal year 2000 to fiscal year 2002.

Exhibit 3-1
Percentage of Undergraduates Receiving Financial Aid, By Type and Sector

Institutions	Grants, Scholarships, & Waivers			Loans			On-Campus Employment			Overall		
	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02
Community Colleges	23.4%	22.3%	22.8%	1.6%	1.5%	1.7%	1.3%	1.3%	1.3%	25.2%	24.7%	23.2%
Public Universities	48.1%	48.8%	49.7%	39.0%	37.8%	40.6%	22.2%	21.3%	20.1%	64.6%	64.9%	66.6%
Private Institutions	52.1%	54.4%	63.4%	42.4%	44.9%	51.3%	14.8%	15.0%	18.3%	64.8%	67.5%	71.7%
Proprietary Institutions	20.9%	25.5%	43.3%	68.5%	64.5%	78.9%	2.1%	1.8%	1.7%	76.5%	93.9%	96.5%
All Institutions	31.5%	31.3%	33.5%	15.2%	15.4%	17.4%	6.7%	6.6%	6.8%	38.5%	39.2%	39.3%

Source: IBHE, Annual Student Financial Aid Surveys.

⁸ IBHE. (2003, August). *Final Report and Recommendations of the Committee on Affordability*.

Out-of-pocket expenses for undergraduates who receive aid by income level

An analysis of college affordability was conducted by the Committee on Affordability based on fiscal year 2002 data, prior to the reductions that occurred in fiscal year 2003. Data was collected from 32 institutions for students who had applied for financial aid and were enrolled as full-time. Exhibits 3-2 and 3-3 illustrate out-of-pocket expenses for both independent and dependent students of differing income levels attending Illinois community colleges, public universities, and private institutions.⁹ Out-of-pocket expenses, also referred to as “net price,” are those costs that remain after all gift aid and work-study awards (i.e., aid that does not need to be repaid) have been subtracted from the institution’s budgeted cost of attendance. As noted in both Exhibits 3-2 and 3-3, out-of-pocket expenses are most significant for those at the lowest income levels.

Exhibit 3-2

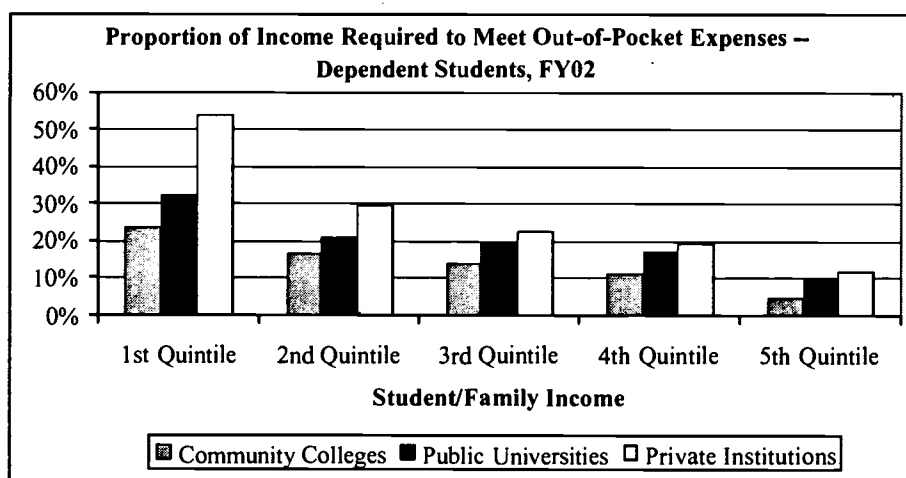
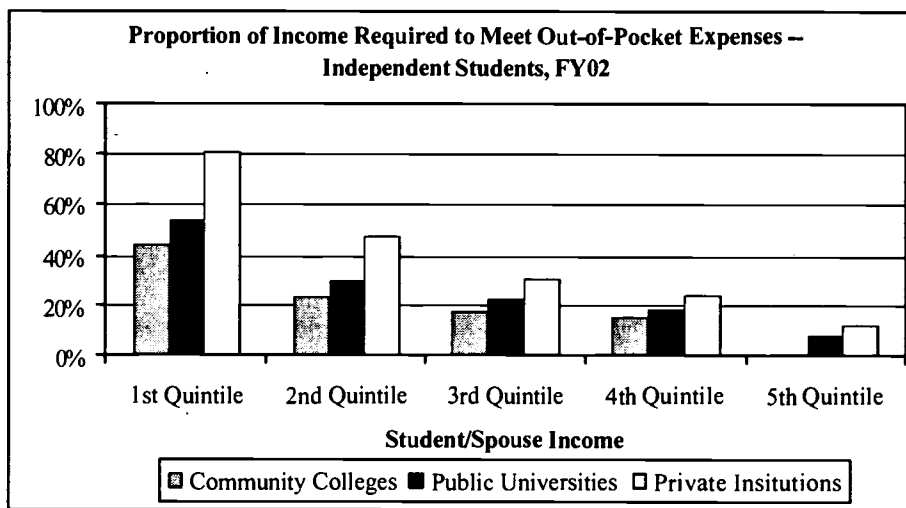


Exhibit 3-3

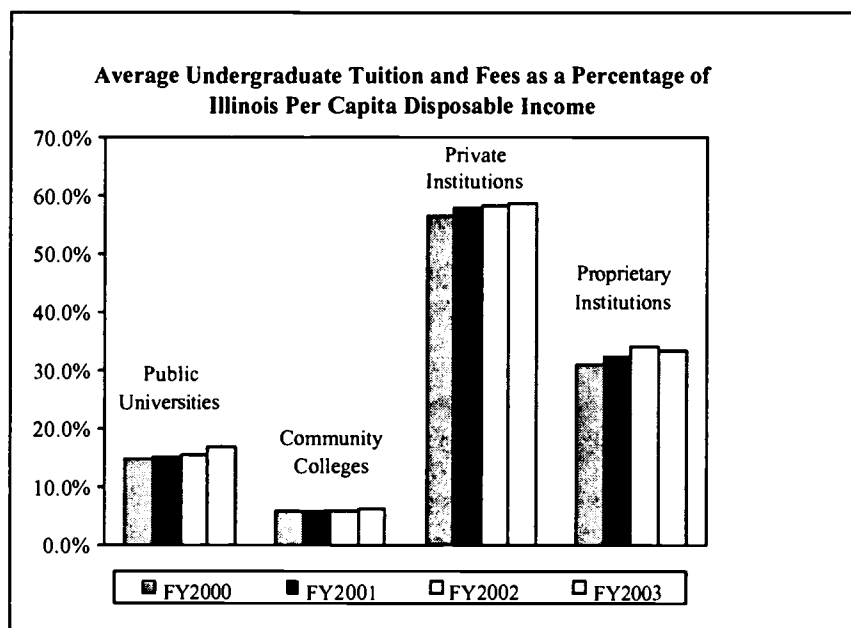


⁹ Note: 1st Quintile is the lowest income level. Quintiles are based on Illinois census data for 2000.

Average undergraduate tuition and fees vs. Illinois per capita disposable income

Exhibit 3-4 illustrates average undergraduate tuition and fees as a percentage of Illinois per capita disposable income by sector for fiscal year 2000 through fiscal year 2003. As noted, the growth in tuition and fees has outpaced disposable income in all sectors during this period.

Exhibit 3-4



Source: ISAC, Weighted Mean Tuition and Fees by Sector [retrieved 5/28/03]
IBHE, FY04 Budget Book

Common Institutional Indicators

Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, Pell, and institutional grant awards are subtracted

Data was not collected for this indicator in 2003. However, institutions will be asked to submit this information beginning with the 2004 report. The net price of attendance after grant aid will help to identify the level of financial access to the institution for students.

Effective Practices

The following are examples of institutional strategies to address student unmet financial need.

Scholarships

While tuition and fees remain low at community colleges as compared to other educational institutions, there are still residents in Illinois who cannot afford to attend a community college. As a result, colleges have undertaken several initiatives through their Foundations, and with corporations and community organizations to increase access to financial resources for students. Examples include:

- Through a cooperative agreement with the local health care organizations and hospitals, Richland Community College health care students who sign an employment promise are offered tuition support and sign-on bonuses.
- “Be The First” is a scholarship program established at McHenry County College in cooperation with its Foundation to give awards to students whose parents have not graduated from college.

Financial Assistance and Outreach

Community colleges make every effort to maximize students’ financial assistance through special initiatives and outreach. Generally, community colleges participate in the full array of federal and state financial assistance programs. Colleges have reached out to provide financial aid information to high school graduates, parents, counselors, and faculty and staff within colleges. On-campus and high school workshops and working one-on-one with students to ensure that they understand the intricacies of applying for financial aid have been key strategies. Examples include:

- Sauk Valley Community College financial assistance staff are working with the Promoting Latino Access to College Education grants program to help Latino students understand financial aid and their opportunities for education assistance.
- Strategies have been developed at Kaskaskia College and Illinois Valley Community College to reach out to dislocated workers with information about college and possible financial assistance. Both colleges have provided workshops at the closing plant or business as part of the college orientation program.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Work Program

The Blackburn College Work Program provides unique opportunities to reduce the costs of attendance and gain crucial knowledge and skills. According to the College's web site, this program is one of only six nationally recognized Work Colleges in the United States. Coupled with the gifts of Blackburn's friends and benefactors, student work helps keep the cost of attending Blackburn lower than at most other quality, private, four-year colleges in the country.

Who is involved? All resident students work ten hours per week, which is credited toward tuition; many also work up to ten additional hours per week for an hourly wage. Commuter students may also elect to participate in the program.

What is the goal? The goal of the Blackburn College student-managed work program is to meet the labor needs of the campus community, and to help better prepare students for a successful transition to life, work, and career after college by:

- Involving students to the maximum extent feasible in the provision of all goods and services needed and provided by the college;
- Reducing the cost of a four-year, private college education through student "sweat equity";
- Providing "hands-on" work, service, and leadership learning opportunities in addition to the classroom; and
- Providing an added dimension of community involvement and student character development emphasizing a strong work ethic, responsibility, and accountability.

(Source: Blackburn College's 2003 Results Report and College Web Site)

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

What are the policy implications of the performance indicators for access and diversity?

- ✓ The number and diversity of students completing degree programs has increased over time at all levels and across all sectors of Illinois higher education.
- ✓ As student demographics shift, it is imperative that higher education institutions develop effective practices to ensure all Illinois students have an opportunity to pursue and complete a postsecondary education.

Statewide Indicators

Completions by race/ethnicity and gender, all sectors

Exhibit 41 illustrates all degrees completed within the Illinois higher education system by race/ethnicity and gender. Overall, while completions at all levels have increased over time, the post-baccalaureate degree has experienced the greatest growth from 1992 to 2002 at 27 percent. In addition, the Hispanic and female students completing degrees has generally increased at all levels.

Exhibit 4-1

All Sectors						
Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	12.6	13.0	15.3	17.2	15.7
	Hispanic	4.0	6.2	8.6	8.9	10.0
	White	78.6	76.6	71.4	67.6	68.3
	All Other	4.9	4.1	4.7	6.3	6.0
	Gender:	%	%	%	%	%
	Male	42.0	40.9	39.4	41.6	41.2
	Female	58.0	59.1	60.6	58.4	58.8
	Total Degrees	33,376	39,033	38,914	49,927	44,012
Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	6.6	7.2	9.6	9.3	9.7
	Hispanic	2.0	3.0	5.2	5.3	5.8
	White	85.6	82.2	72.9	71.9	71.2
	All Other	5.8	7.6	12.2	13.5	13.4
	Gender:	%	%	%	%	%
	Male	50.0	46.5	42.6	42.5	43.1
	Female	50.0	53.5	57.4	57.5	56.9
	Total Degrees	45,666	52,647	54,671	55,307	57,939
Post-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	4.5	5.6	7.5	7.3	7.9
	Hispanic	1.3	2.1	2.8	3.5	3.3
	White	81.0	75.1	65.7	61.5	63.1
	All Other	13.3	17.2	24.1	27.7	25.8
	Gender:	%	%	%	%	%
	Male	56.3	48.7	44.9	44.5	44.7
	Female	43.7	51.3	55.1	55.5	55.3
	Total Degrees	21,257	27,352	32,012	32,782	34,726

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, Race/Ethnicity Unknown.

Common Institutional Indicators

Completions by race/ethnicity and gender

Exhibits 4-2 through 4-4 illustrate the diversity of the Illinois higher education system by examining completions by sector. Again, the data show a gradual growth in the percent of minority and female students completing degrees in all sectors.

Exhibit 4-2

Community Colleges						
Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	10.6	11.8	13.9	16.0	14.2
	Hispanic	2.6	4.6	6.9	7.1	8.0
	White	81.8	79.5	74.6	70.7	72.0
	All Other	5.0	4.2	4.6	6.1	5.7
	Gender:	%	%	%	%	%
	Male	41.6	40.2	39.6	41.7	41.4
	Female	58.4	59.8	60.4	58.3	58.6
	Total Degrees	28,047	34,869	34,732	38,410	38,946

Source: IPEDS Degrees Conferred Survey.

Exhibit 4-3

Public Universities						
Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	6.3	6.2	3.0	4.6	1.2
	Hispanic	0.6	1.2	1.7	0.8	3.7
	White	89.1	86.7	87.9	86.2	87.8
	All Other	4.0	5.9	7.3	8.5	7.3
	Gender:	%	%	%	%	%
	Male	66.3	70.8	66.4	69.2	69.5
	Female	33.7	29.2	33.6	30.8	30.5
	Total Degrees	695	562	232	130	82
Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	6.2	7.1	10.4	10.2	10.1
	Hispanic	1.8	2.8	4.6	5.1	5.2
	White	85.6	82.6	73.5	73.7	73.0
	All Other	6.4	7.5	11.4	11.1	11.7
	Gender:	%	%	%	%	%
	Male	52.1	49.3	45.5	45.6	45.3
	Female	47.9	50.7	54.5	54.4	54.7
	Total Degrees	27,804	30,962	30,469	30,896	31,821
Post-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	5.1	5.8	7.5	8.4	7.9
	Hispanic	1.2	2.2	2.7	3.3	3.6
	White	77.0	71.1	63.7	62.0	61.6
	All Other	16.7	20.9	26.1	26.3	26.8
	Gender:	%	%	%	%	%
	Male	53.6	47.8	43.4	42.9	43.1
	Female	46.4	52.2	56.6	57.1	56.9
	Total Degrees	10,220	12,453	12,414	12,628	12,849

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, Race/Ethnicity Unknown.

Exhibit 4-4

Private 4-Year Colleges and Universities						
Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	25.6	26.3	28.1	27.8	27.4
	Hispanic	12.6	23.3	23.8	24.5	25.5
	White	57.5	47.2	42.8	39.8	39.1
	All Other	4.4	3.2	5.3	7.8	8.0
	Gender:	%	%	%	%	%
	Male	40.5	42.4	35.6	39.8	39.7
	Female	59.5	57.6	64.4	60.2	60.3
	Total Degrees	4,634	3,602	3,950	4,387	4,984
Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	7.2	7.5	8.7	8.3	9.1
	Hispanic	2.3	3.2	5.9	5.5	6.6
	White	85.6	81.6	72.2	69.5	68.9
	All Other	4.9	7.8	13.2	16.7	15.4
	Gender:	%	%	%	%	%
	Male	46.7	42.6	39.0	38.7	40.3
	Female	53.3	57.4	61.0	61.3	59.7
	Total Degrees	17,862	21,685	24,202	24,411	26,118
Post-Baccalaureate	Race/Ethnicity:	%	%	%	%	%
	Black	3.8	5.4	7.5	6.6	7.8
	Hispanic	1.4	2.0	2.8	3.7	3.0
	White	84.7	78.4	66.9	61.2	64.0
	All Other	10.1	14.2	22.8	28.5	25.2
	Gender:	%	%	%	%	%
	Male	58.8	49.5	45.8	45.5	45.6
	Female	41.2	50.5	54.2	54.5	54.4
	Total Degrees	11,037	14,899	19,598	20,154	21,877

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, Race/Ethnicity Unknown.

Effective Practices

The following are examples of institutional strategies to increase the number and diversity of students completing academic programs.

TILT Program

Chicago State University's TILT Project and the other projects that make up the Minority Biomedical Research Support (MBRS) Program strive to show minority students that a career in biomedical research can be fun, rewarding, and highly valued. In the TILT project, undergraduate students learn how to design, implement, and analyze experiments by exposing them to basic research techniques in a workshop format coordinated by participating faculty members.

Why the interest? Currently 25 percent of the U.S. population is made up of blacks and Latinos, while only 13 percent of science and engineering bachelor's degrees are awarded to members of these groups. More discouragingly, only 7 percent of doctoral degrees are awarded to blacks or Latinos.

What is the goal? The goal of the TILT program is to increase the number of students continuing in Ph.D. programs. To accomplish this goal, TILT students work on scientific projects that are interdisciplinary in nature. Students are exposed to different scientific philosophies, participate in interdisciplinary and interdepartmental collaborations, and work as a team on a multi-faceted project. The training projects culminate in either a written laboratory report modeled on a journal article format or an oral presentation.

What are the results? Between 1999 and 2002, the TILT project had the following results:

1. Of the 40 students accepted in the TILT summer program for the four-year period, 30 students finished the program (75 percent).
2. Of the 28 *degree-seeking* students who completed the TILT summer program, 12 have graduated from CSU. Of these 12 graduates, one is in medical school, two are in pharmacy school, one is in a pre-med/Ph.D. program and two have been accepted to master-level biology programs. Thirteen of the 30 TILT students (43 percent) procured positions in biology research projects at CSU after finishing the TILT program.
3. Six TILT students made poster/platform presentations at regional or national scientific meetings.

(Source: Chicago State University's 2003 Results Report)

Increased Diversity

Services that benefit underrepresented groups, including students from diverse backgrounds, students with disabilities and academically disadvantaged students, were impacted when the special initiative funding for special populations was eliminated from the state budget. In addition, most community colleges have reported a marked increase of Hispanic and disabled students within their enrollments. An assessment of student learning indicates that more first-time students are academically unprepared and are enrolled in at least one developmental class. In spite of these daunting obstacles, colleges continue to strive to meet the demands of a student body that represents a wide range of cultures and special needs. Examples include:

- As part of a consortium, Joliet Junior College received a Kellogg Foundation grant, *Engaging Latino Communities for Education (ENLACE)*. The monies have provided ongoing academic advisement, tutoring, leadership skills, and cultural development to assist Latino students in adjusting to the campus environment.
- Lewis and Clark Community College has embarked on a partnership with Greenville College, for 2+2 training of educators, especially targeting the recruitment and training of minority educators. This partnership will specifically target schools that are defined by the state as “minority schools.” The superintendents of these schools have pledged their support by serving as sites for teacher education, student observation, and clinical experience.

State-Level Initiatives

Lincoln’s Challenge Program. The ICCB partners with Lincoln’s Challenge Academy through an annual state appropriation to provide \$1,000 (per semester) scholarships for graduates of the Academy. These scholarships give students age 16-18 an opportunity to continue their education at one of the 48 community colleges in Illinois for a maximum of two years. To date, 1,886 students have received scholarship awards from this program.

Tuition Payment Request Program. An Interagency Agreement with the Department of Children and Family Services (DCFS) and the ICCB has given wards of the state, ages 18-21, the opportunity to obtain a community college education. The program helps these students reach their educational and career goals by offering them a maximum of four semesters of tuition payments toward the completion of a certificate or degree program. For fiscal year 2003, 241 youth were served.

Strengthening Community Colleges in Working with Special Needs Students and Minority Students. The ICCB partners with the Public Policy Institute at Southern Illinois University at Carbondale to support this project. One of the project’s initiatives focuses on the transition of students with disabilities from secondary to postsecondary education and employment. Project leaders will work with community colleges and secondary schools, the Illinois Planning Council on Developmental Disabilities, local transition planning committees, and other appropriate groups to identify issues and gaps in service planning for students with disabilities between levels of education and employment. The project will work in cooperation with the East St. Louis Community College Center and appropriate colleges and local community-based and faith-based organizations to sponsor a “leadership” weekend for adolescent African-American males in East St. Louis.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

What are the policy implications of the performance indicators for quality and assessment?

- ✓ Measures of student learning outcomes are limited and incomplete at this time – additional work is needed.
- ✓ The inclusion of student assessment results in institutional results reports (after 2004) will provide a wealth of information on student learning outcomes to complement these indicators.

The intent of this goal is for all Illinois institutions to have in place a systematic assessment process to determine what students know and are able to do as a result of completing a unique program of study. In recent years, regional accrediting bodies for colleges and universities have turned to formalizing the assessment of student learning outcomes and have identified the assessment process as a necessary element of quality and public accountability. The IBHE is working with the public colleges and universities to develop and implement assessment plans for general education and all undergraduate and graduate programs. The inclusion of student assessment results in institutional results reports (after 2004) will provide a wealth of information on student learning outcomes.

Statewide Indicators

National Forum on College-Level Learning Pilot Project on Assessment of College Student Learning (available in 2004)

At its February 4, 2003 meeting, the IBHE endorsed participation in the National Forum on College-Level Learning, a project funded by The Pew Charitable Trusts. The goal of this study is to develop a test model for collecting and analyzing comparable college-level learning information across states for the purpose of benchmarking. Seven Illinois universities and 12 community colleges are participating in the project. Campus coordinators have been appointed and the project is in the early stages of data collection. Results will be reported beginning with the 2004 Performance Indicators Report and will also be included in *Measuring Up 2004*, the national report card issued by the National Center for Public Policy and Higher Education.

Common Institutional Indicators

Pass rates on professional/occupational licensure exams relative to national averages

Exhibits 5-1 through 5-5 summarize student performance on various professional/occupational exams for Illinois public universities, community colleges, and private universities. These results serve as just one limited measure of student learning by demonstrating that the student has gained the knowledge required for licensing or to practice in that profession. Overall, Illinois performs favorably in all areas reported.

Exhibit 5-1

Law, Illinois Bar Exam Pass Rates for First-Time Takers			
Institution	Summer 2000*	Summer 2001	Summer 2002
<u>Public Universities</u>			
Northern Illinois University	73%	74%	81%
Southern Illinois University - Carbondale	71%	83%	83%
University of Illinois - Urbana/Champaign	84%	96%	94%
<u>Private Universities</u>			
DePaul University	77%	75%	73%
Illinois Institute of Technology (Chicago - Kent)	81%	80%	81%
John Marshall Law School	59%	73%	56%
Loyola University of Chicago	83%	93%	87%
Northwestern University	92%	95%	94%
University of Chicago	99%	98%	97%
<i>National Pass Rate</i>	<i>75%</i>	<i>77%</i>	<i>74%</i>

* Overall Pass Rates

Sources: IBHE, Fiscal Year 2003 Institutional Results Reports; NCBE; www.legaled.com/illinoisbarexam.htm

Exhibit 5-2

Medicine, United States Medical Licensing Exam - Step 2 Pass Rates			
Institution	2000	2001	2002
<u>Public Universities</u>			
Southern Illinois University - Carbondale	91%	94%	99%
University of Illinois - Chicago	99%	100%	98%
<i>National Pass Rate</i>	<i>97%</i>	<i>98%</i>	<i>98%</i>

Source: IBHE, Fiscal Year 2003 Institutional Results Reports

Exhibit 5-3

Dentistry, National Dental Board Exam - Part II Pass Rates			
Institution	2000	2001	2002
<u>Public Universities</u>			
Southern Illinois University - Edwardsville	96%	100%	100%
University of Illinois - Chicago	95%	98%	97%
<i>National Pass Rate</i>	<i>95%</i>	<i>94%</i>	<i>94%</i>

Source: IBHE, Fiscal Year 2003 Institutional Results Reports

Exhibit 5-4

Nursing, National Council Licensure Exam (NCLEX) – RN Pass Rates			
Institution	2000	2001	2002
<u>Public Universities</u>			
Chicago State University	48%	48%	77%
Illinois State University	85%	93%	93%
Northern Illinois University	86%	80%	81%
Southern Illinois University - Edwardsville	72%	72%	87%
University of Illinois - Chicago	88%	86%	88%
<i>National Pass Rate</i>	<i>84%</i>	<i>86%</i>	<i>86%</i>

Source: IBHE, Fiscal Year 2003 Institutional Results Reports

Exhibit 5-5

Illinois Community College System Pass Rates on Selected Professional/Occupational Licensure Exams Fiscal Year 2002				
Descriptor	NCLEX RN/ADN	Dental Hygiene	Radiologic Technology	Emergency Medical Technician
# of Community Colleges Reporting	28	5	11	6
Lowest Pass Rate	75.0%	92.9%	75.0%	74.0%
Highest Pass Rate	100.0%	100.0%	100.0%	100.0%
IL Community College Average Pass Rate	89.6%	97.2%	87.8%	91.8%
<i>National Pass Rate</i>	<i>87.0%</i>	<i>87.0%</i>	<i>88.4%</i>	<i>72.0%</i>

Source: ICCB Records

Effective Practices

The following are examples of institutional practices to enhance academic quality and assessment of student learning.

On-Line Orientation and Directed Self-Placement

During a three-year process, the staff in the Office of Student Development combined forces with colleagues in Information Technology Services to develop a self-contained online orientation program that combines the provision of information, the conduct of proficiency tests, and test-informed but student determined placement choices in English and mathematics courses.

Why the interest? The orientation program that enables a student to recognize his or her strengths and limitations and, based on those, to make intelligent, independent choices about courses and curricula is a program well on its way toward fulfilling its potential for the student and the university alike. However, it is far easier to build such an orientation program when college is the primary focus of a student's life, when students live on or near the campuses at which they are studying, and when students are relatively "time rich." Virtually none of this is true of the population of undergraduate students at Governors State University. GSU undergraduates have little time for formal, on-campus orientation programs or for the lengthy proficiency testing sessions important in determining their competence in writing and calculation and their concomitant placement in English and mathematics courses.

How does it work? Admission to GSU as a new, degree-seeking undergraduate triggers the establishment of a student file in CARS, the GSU student information system. Course registration is blocked until a student completes the mandatory on-line orientation. In that session, the student first receives information on university services and policies, and the appropriate contact phone numbers and e-mail addresses. The orientation module then shunts the student into the placement module, where the student (1) identifies a likely major, (2) views inventories of the kinds of writing and mathematical competencies expected in such majors, and (3) completes tests in English and mathematics that assess those competencies. The assessments are graded instantaneously, the students see their results, and the menu of course alternatives available to them. Students make a preliminary course selection and then complete the orientation session. Upon completion, the registration hold is electronically lifted, and the student makes his or her actual course selections. Contact, testing and course selection reports produced by the orientation module enable academic advisors in the Office of Student Development and in the colleges of GSU to offer advice more closely tailored to the student's actual choices.

What are the results? GSU believes this is the first system of its kind, combining on-line orientation with on-line directed self-placement in both English and mathematics. This system has allowed GSU to reach more new undergraduate students more reliably with the information they need upon beginning their courses of study. Moving orientation and proficiency testing on-line, and moving from traditional proficiency testing to directed self-placement has allowed GSU to enjoy some economies of service provision in the Office of Student Development. More important than that, it is a system that puts the student at the center of his or her educational decision-making and that respects the student's schedules and commitments in doing so.

(Source: Governor State University's 2003 Results Report)

Quality Enhancement - AQIP

Nine community colleges are in various stages of progress relative to AQIP—the Higher Learning Commission's Academic Quality Improvement Project. The purpose of the project is to allow an already accredited institution to align its continuous improvement initiative with its re-accreditation efforts. Participation in AQIP requires an intense commitment to continually improving the quality of education.

Assessment

Community college faculty have been doing assessment at the course level and using the results for improvement of student learning for years. What was often lacking was a systematic method to regularly document the assessment results and utilize them for systemic improvement of teaching and learning. A number of colleges have added an assessment component to institutional program approval and program review processes, and some go a step farther and tie assessment results and related recommendations to the annual budget process and/or to institutional strategic planning. Examples include:

- College of DuPage developed a tool to guide discipline faculty in defining discipline goals and developing measurable learning objectives, including at least one common measure that documents evidence of competence.
- Black Hawk College has taken several steps to ensure that assessment is institutionalized. All Department Chairs were appointed to the Faculty Senate's Student Learning Committee to provide a structural commitment to assessment at the program level and to formally recognize their role as instructional leaders. There are collegewide guidelines for learning-centered syllabi. Applicants for faculty positions are asked to demonstrate ways they would measure student learning.
- Prairie State College examined results from on-going assessment efforts and found a common denominator: students are increasingly coming to the college academically under-prepared. As a result, a decision was made to involve the entire institution in supporting developmental learners in order to increase student success and retention. Four major activities are planned to reach the goal: enhance the pedagogy and curriculum in developmental courses; establish learning communities; develop a student tracking and response system; and provide professional development to support faculty work in all of these areas.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

What are the policy implications of the performance indicators for productivity and accountability?

- ✓ The overall cost of instruction at public universities and community colleges has remained stable when controlling for inflation and enrollment.
- ✓ The proportion of students completing degree programs within the expected benchmark time period has increased in all sectors on average.
- ✓ The continuing budget constraints facing Illinois higher education will require that all institutions ensure that resources are allocated to the highest priority activities.

Analyses of the full cost of instruction (both direct and indirect) at Illinois community colleges and public universities are included in this section. However, different methodologies are used to determine costs at the community colleges and public universities. Therefore, comparisons should not be made between these two sectors. In addition, caution should be used when comparing institutions within a given sector. There are several factors that influence instructional cost that can vary by institution, such as programs offered and the size of the institution.

Community Colleges: Cost of Instruction per Credit Hour

Statewide Indicators

Exhibits 6-1 and 6-2 provide an overview of the statewide average net instructional cost per credit hour at Illinois' community colleges from fiscal year 2000 through fiscal year 2002 by total and cost distribution by activity. The community college costs include expenditures from local taxes, student tuition and fees, other local sources, state grants, and federal grants. As illustrated, costs have remained fairly stable over the past three years, when accounting for inflation.

Exhibit 6-1

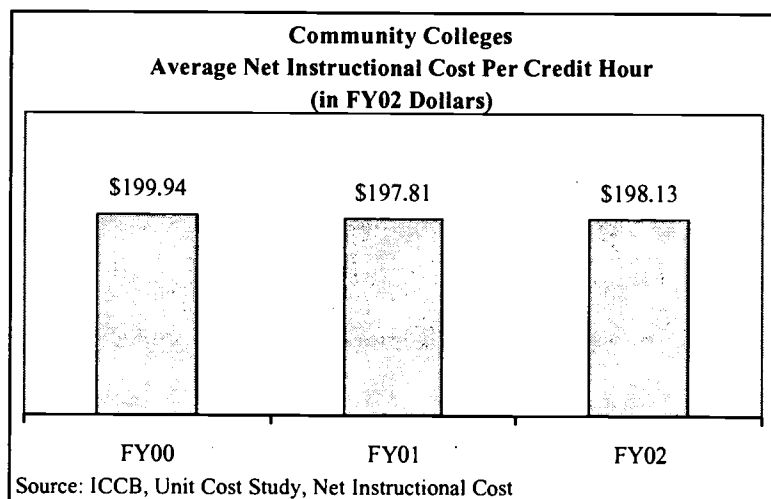


Exhibit 6-2

Community Colleges			
Cost per Credit Hour (% of Total)	FY00	FY01	FY02
Instruction	40.6 %	40.6 %	40.0 %
Indirect Instructional Support	46.9 %	46.6 %	47.4 %
Operation and Maintenance	12.4 %	12.9 %	12.6 %
Total	100.0 %	100.0 %	100.0 %

Common Institutional Indicators

Exhibit 6-3 presents the total cost per credit hour ranging from the lowest to the highest institutional costs within the sector. Exhibits 6-4 through 6-6 illustrate the range of total instructional cost components as a percent of the total cost among all Illinois community colleges.

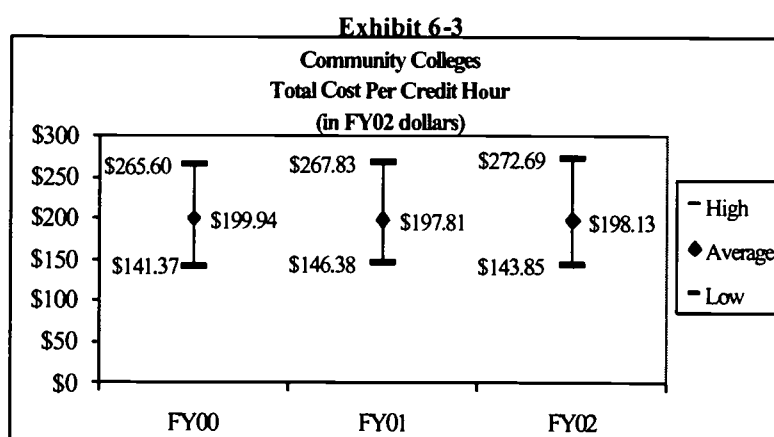


Exhibit 6-4

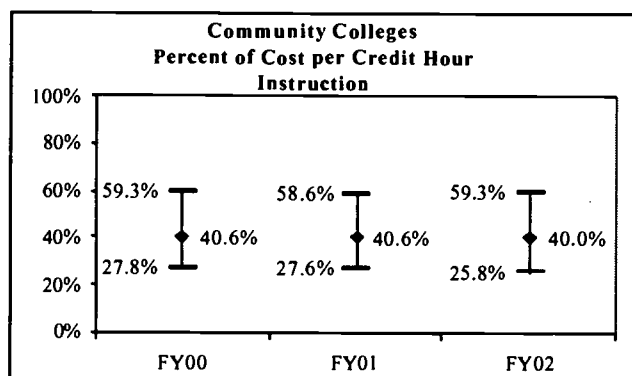


Exhibit 6-5

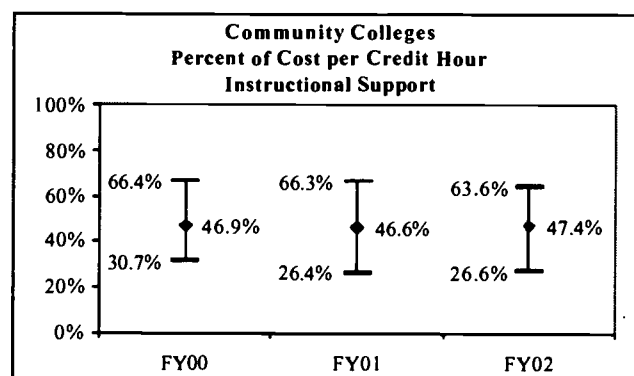
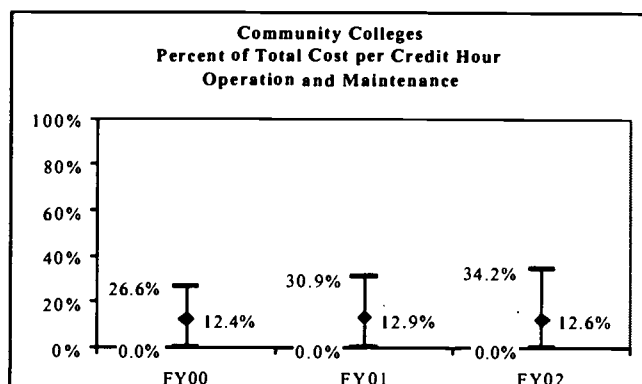


Exhibit 6-6



Public Universities: Cost of Instruction per Credit Hour

Statewide Indicators

Exhibits 6-7 and 6-8 provide an overview of the statewide average instructional cost per credit hour at Illinois' public universities from fiscal year 2000 through fiscal year 2002 in total and cost distribution by activity. The public university costs include expenditures from state appropriated and university income funds (i.e., tuition revenue). The overall unit cost of instruction at public universities grew by 2.5 percent on average during this period, after accounting for inflation.

Exhibit 6-7

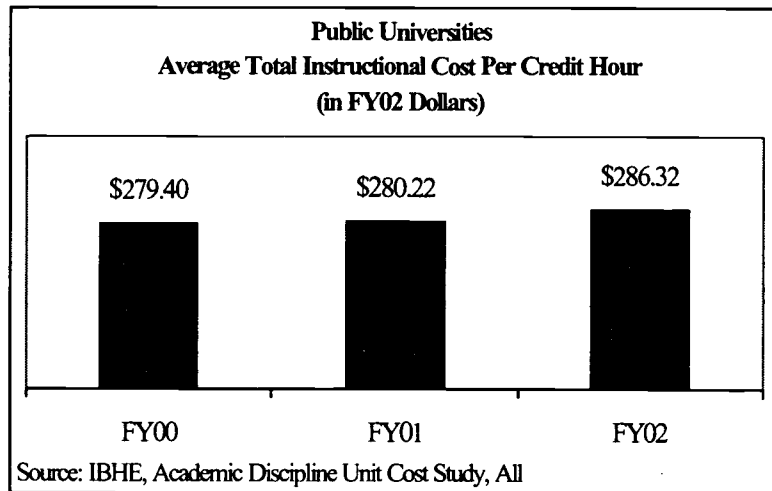


Exhibit 6-8

Public Universities			
Cost per Credit Hour (% of Total)	FY00	FY01	FY02
Instruction	58.9 %	58.5 %	59.6 %
Academic & Student Support	14.7 %	14.6 %	14.5 %
Institutional Support	11.5 %	12.2 %	12.4 %
O&M Physical Plant	14.9 %	14.7 %	13.5 %
Total	100.0 %	100.0 %	100.0 %

Common Institutional Indicators

The data reported in Exhibits 6-9 through 6-13 and in the Appendix reflect the actual cost per credit and distribution of costs by cost assignment area at each public university reported through the annual *IBHE Academic Discipline Unit Cost Study*. While the data collected through this study provide an accurate depiction of these costs at each individual university, they do not control for the significant differences in academic program and student mix and overall enrollment levels among institutions, which have a direct impact on these inter-institutional cost variances. For a more thorough treatment of this topic, the reader should review the annual *Comparative Cost Studies* at <http://www.ibhe.org/Data%20Bank/downloads.htm#CostStudies>.

Exhibit 6-9 presents the total cost per credit hour ranging from the lowest to the highest institutional costs. Exhibits 6-10 through 6-13 illustrate the range of total instructional cost components as a percent of the total cost among all Illinois public universities.

Exhibit 6-9

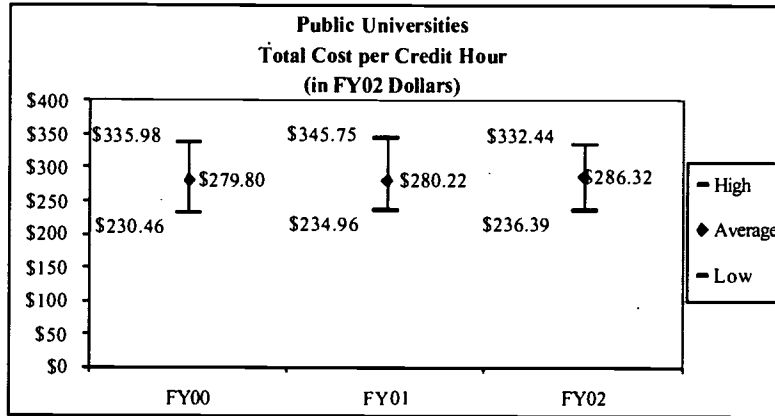


Exhibit 6-10

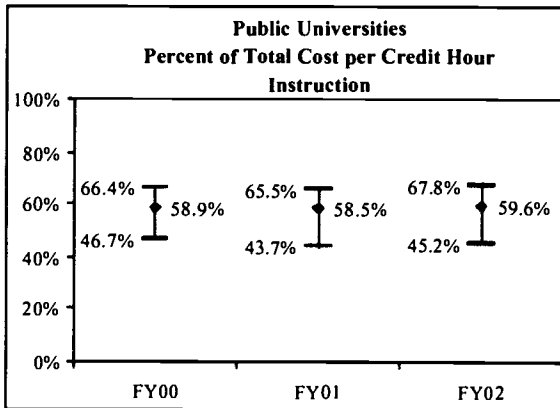


Exhibit 6-11

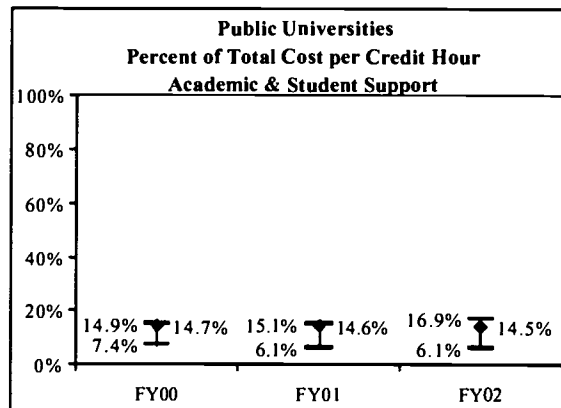


Exhibit 6-12

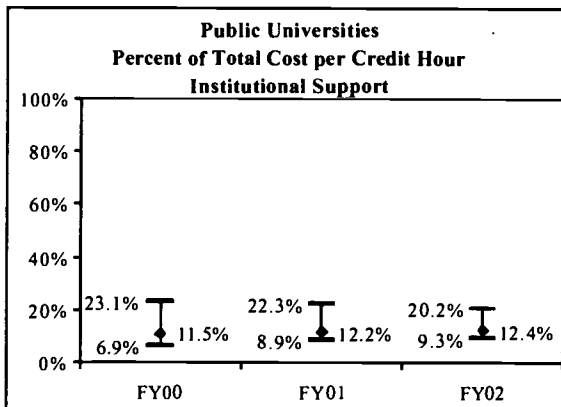
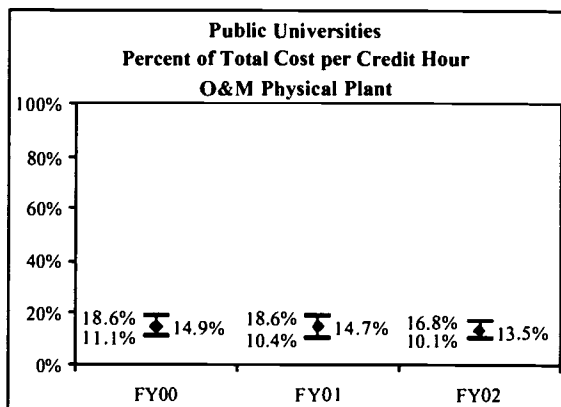


Exhibit 6-13



First-Time, Full-Time Freshmen Status at 150 Percent of Catalog Time

Exhibits 6-14 through 6-19 present a measure of graduation within 150 percent of "catalog time" for students enrolling as first-time, full-time students. This equates to three years for students at community colleges and six years for students at public universities and four-year private institutions. For community colleges, this measure also includes those students who are still enrolled or transferred during this time period. Any comparison of graduation rate and time to degree must be considered within the context of institutional mission and student choice. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with large numbers of transfer or part-time students than those serving a more traditional student population.

Statewide Indicators

As illustrated in Exhibits 6-14 through 6-16, the average percent of completions has increased steadily over the past three years in all sectors.

Exhibit 6-14

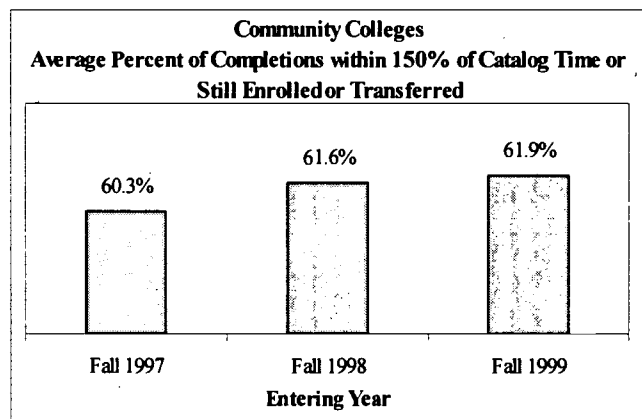


Exhibit 6-15

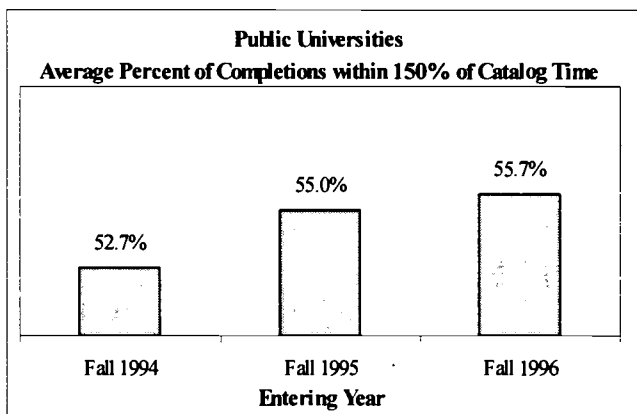
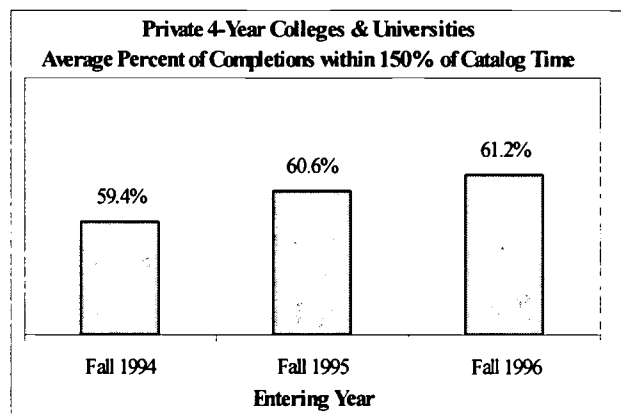


Exhibit 6-16



Common Institutional Indicators

Exhibits 6-17 through 6-19 present the 150 percent completion rate as a range based on institutional data within each sector. As noted earlier, any comparison of graduation rate and time to degree must be considered in the context of institutional missions, as well as student choices. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with large numbers of transfer students or part-time students than those serving a more traditional student population.

Exhibit 6-17

Community Colleges Average Percent Completions within 150% of Catalog Time or Still Enrolled or Transferred			
Descriptor	Entered Fall 1997	Entered Fall 1998	Entered Fall 1999
Lowest	31.4	36.1	44.0
Highest	72.7	71.4	74.9
Average	60.3	61.6	61.9

Exhibit 6-18

Public Universities Average Percent Completions within 150% of Catalog Time			
Descriptor	Entered Fall 1994	Entered Fall 1995	Entered Fall 1996
Lowest	11.6	14.2	14.1
Highest	76.4	77.8	79.6
Average	52.7	55.0	55.7

Exhibit 6-19

Private 4-Year Colleges & Universities Average Percent Completions within 150% of Catalog Time			
Descriptor	Entered Fall 1994	Entered Fall 1995	Entered Fall 1996
Lowest	12.3	19.1	23.3
Highest	92.0	91.6	93.1
Average	59.4	60.6	61.2

Effective Practices

The following are examples of institutional strategies to enhance academic and academic productivity.

The Deans Budget Committee

The University of Illinois at Urbana-Champaign adopted a new budgeting system in FY1998 that, among other things, created a structural arrangement to ensure that each administrative support function is directly relevant (and needed) to the academic mission of the institution. This arrangement features the Deans Budget Committee, which consists of the deans of the colleges and schools or their designees. All administrative units present their annual performance reports, long-term plans, and resource requests to this committee, which in turn makes recommendations to the Provost for allocations to administrative units. Through this process, all administrative units reporting to the Chancellor or a Vice Chancellor undergo annual campus-level budgetary review by the leadership of the schools and colleges.

Why the interest? In times of severe resource constraints, budgeting practices that ensure that the institution's academic mission is at the core of its resource decisions are especially valuable.

What are the benefits? The committee review process displays structurally the relationship between academic units and administrative units, and the priority given to the academic mission. The review process makes administrative units publicly and visibly accountable to the academic units they exist to support. When the Deans Budget Committee recommends increased resources for an administrative unit, the campus community knows that the new resources have been weighed against other uses of the funds in a framework that has the core academic mission of the institution as the central priority.

As the campus community has gained experience with this review process over the last few years, the traditional faculty suspicion that administrative units reporting directly to campus administrators have first call on resources has been reduced significantly.

(Source: University of Illinois' 2003 Results Report)

Increased Productivity through Maximizing Resources

The community colleges continue to make use of partnerships with other colleges and universities, such as using cooperative agreements to make more programs available to students while keeping costs affordable. Many community colleges provide baccalaureate completion programs on their campuses through agreements with four-year colleges and universities. The community colleges are also active participants in the state's ten Regional Consortia, the Illinois Prairie Internet Consortium, and the Illinois Community Colleges Online, all of which make use of distance learning technologies to increase the number of courses and programs available to students. The Southern Illinois Common Collegiate Market (SICCM), a consortium of five colleges from the southern region of the state, continues to be an essential partnership to provide increased access to programs for students of the southern region. In addition, business partnerships are essential for industry expertise, curriculum development, and instructional resources. The colleges have had to rely more heavily on securing external funds to support program development and innovations. Such external funds typically take the form of grants, donations from business partners, and fund raising activities.

Restructuring to Streamline and/or Improve Efficiencies

The need to streamline, realign, and conserve resources played a key role in the college's strategic planning for fiscal year 2003 because of state budget cuts. At the same time, colleges needed to reassess functions because of increased enrollments. Examples include:

- Illinois Central College decided not to fill administrative positions vacated by retirements. In an effort to reduce the bureaucracy and to increase efficiency, existing staff were empowered with decision making responsibilities or received additional duties that were formerly conducted by the vacated positions.
- Wilbur Wright College reorganized every aspect of its counseling, advising, admission and transfer services in order to increase efficiency and improve their use of space. The new Student Academic Success Center brings all those functions into the same office as well as incorporates services for immigrant/international students, transcript evaluations, referrals to social service agencies, adult education/GED and ESL programs, and student recruitment.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

NEXT STEPS

This first report reflects a significant level of effort by the Illinois higher education community in responding to the Board of Higher Education's initiative to assess progress toward meeting the goals of *The Illinois Commitment* via the performance indicators adopted in February 2003. As noted at the beginning of this report, however, this initiative is a work in progress that will be implemented and refined over multiple years. The next reporting cycle (the 2004 report), will incorporate additional indicators and analyses, as well as an assessment of progress toward specific institutional goals established relative to the common institutional indicators. Each institution has begun this goal-setting process. Board staff also will work with the higher education community to refine and improve upon the reporting process for 2004.

APPENDIX A

LISTING OF EFFECTIVE PRACTICES REPORTED BY INSTITUTIONS

Effective Practices

As part of the *2003 Institutional Results Report* process, institutions were asked to share effective practices for at least two of *The Illinois Commitment* goals of their choice. Institutions were also advised that they may include an effective practice example for each of the six goals if desired, but this was not a requirement. As the *Performance Indicators* initiative evolves, the intention is to incorporate more descriptive and outcomes information about the effective practices. At this time, the effective practices specified by the institutions are simply listed by goal.

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.
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Community Colleges

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Black Hawk College	Corporate Training
Carl Sandburg College	Continuing Education
College of DuPage	Conversational Spanish Training (Office Depot)
College of Lake County	Environmental Action Committee
Daley College	Bilingual Nurse Consortium Program
Danville Area Community College	Corporate and Community Partnerships
Elgin Community College	Customized Business Training
Harold Washington College	Partnership with Jitney One & MOWD
Heartland Community College	State Farm Insurance Employee Training (ESU)
Highland Community College	Local Workforce Investment Board
Illinois Central College	The Empowered Employee Workshop
Illinois Eastern Community Colleges	Training in Lean Manufacturing (FairRite)
Illinois Valley Community College	Illinois Manufacturing Extension Center
John A. Logan College	Procurement Technical Assistance Center
John Wood Community College	Job-Coping Skills for Adult Students
Joliet Junior College	Process Technology Alliance
Kankakee Community College	Direct Service Provider Training
Kaskaskia College	Job Seeking Skills for Students
Kennedy King College	Digital Technical Training
Kishwaukee College	Continuing Professional Development Unit Courses
Lake Land College	Process Picture Mapping Services
Lincoln Land Community College	Business Training Institute
McHenry County College	Partnership - Development Dimensions International
Moraine Valley Community College	Career-Based Partnerships
Morton College	Computer Information System Program Restructured
Oakton Community College	Federal-Mogul-Oakton Partnership
Olive Harvey College	Illinois Veteran's Fair
Parkland College	Illinois Employment and Training Center
Prairie State College	Chicago Manufacturing Campus Training Services
Rend Lake College	Economic Development Workshops & Events
Richland Community College	Firefighter & Law Enforcement Education
Rock Valley College	Healthcare Career Fair
Sauk Valley Community College	Work-Based Learning Components (AAS Degrees)
Shawnee Community College	VESTA Partnership

Southeastern Illinois College
Southwestern Illinois College
Triton College

William Rainey Harper College
Wright College

Small Business Development Center (SBDC)
Construction Trades Preparation Program
Transatlantic Automotive Technology Educational
Collaboration
Small Business Counseling Service
Forensic Computer Investigation

Public Universities

Institution

Effective Practice Reported by the Institution

Eastern Illinois University
Illinois State University
Northern Illinois University
Southern Illinois University-Carbondale

Southern Illinois University-Edwardsville

Child Care Resource and Referral Project
C-FAR Student Participation
Active Learning Initiatives
Southern Illinois Research Park
Centers of Excellence (School of Medicine)
High-Tech Bootcamp

Private Four-Year Colleges and Universities

Institution

Effective Practice Reported by the Institution

Benedictine University

Blackburn College
Bradley University
Chicago School of Professional Psychology
DePaul University
Dominican University
Elmhurst College
Eureka College
Illinois College
McKendree College
Monmouth College
Robert Morris College
Saint Francis Medical Center
College of Nursing
West Suburban College of Nursing

College of Business, Technology, and
Professional Programs Advisory Committee
2+2 Agreement with LCCC (Business Admin)
Peoria NEXT/Turner Center for Entrepreneurship
Formalized Training Programs
Office of University Collaboration
Internship Program
Council of Business Associates
Internships/Job Placement Activities
IC Focus
Internships/Career Services Office
Students in Free Enterprise (SIFE) Program
Internships-Applied Bachelor & Associate Degrees

Expanded Opportunities for Clinical Experiences
Advisory Committee

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.
--

Community Colleges

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Black Hawk College	Family Literacy Program
College of DuPage	Command Spanish for School Staff
College of Lake County	Youth Safari
Elgin Community College	NCLB – Paraprofessional Program
Harold Washington College	Science & Pre-Med Day
Heartland Community College	Physics Roadshow
Illinois Central College	Professional Development School
Illinois Eastern Community Colleges	Education-to-Careers
Illinois Valley Community College	Education Program Advisory Council (EPAC)
John A. Logan College	Southern Illinois Education Alliance
John Wood Community College	Building Capable People
Joliet Junior College	Educational Training Center
Kankakee Community College	Math & Science Enrichment Workshop
Kaskaskia College	Dual Credit Agreements/EXCElERated program
Kennedy King College	Math & Science – Chicago Public Schools
Kishwaukee College	Articulation Conference
Lake Land Community College	Career Services
Lewis & Clark Community College	High School On-Site College Enrollment
Lincoln Land Community College	NCLB -- Para-Educator Studies Degree
Malcolm X College	Talent Search
McHenry County College	Programming for Children & Adults
Moraine Valley Community College	Applied Internet Technology
Olive Harvey College	Accelerated Programs
Prairie State College	Health Careers
Rend Lake College	Tutoring Assistance for At-Risk Students
Richland Community College	NCLB – Paraprofessional Program
Rock Valley College	Teacher Education Advisory Council
Shawnee Community College	Teaching & Learning Center
Southeastern Illinois College	Dual Credit Programs
Triton College	K-14 Librarians & Media Specialist Workshop
Truman College	Chicago Teacher Pipeline
Wright College	Illinois Enhanced Test of Basic Skills Review

Public Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Eastern Illinois University	Office of Safety Programs
Illinois State University	Special Education Assistive Technology Center
Southern Illinois University-Carbondale	Elementary Education Program offered at the University Center of Lake County
	Heart Smart for Teens (School of Medicine)
Southern Illinois University-Edwardsville	Collaborative Effort to Increase the Number of National Certified Teachers (NBPTS)
University of Illinois-Chicago	Partnership READ
University of Illinois-Urbana/Champaign	Recruiting, Educating, Certifying and Retaining Underrepresented Populations in Teaching Science & Mathematics (RECRUIT) Program
Western Illinois University	STAR Online Virtual Teaching & Learning Community

Private Four-Year Colleges and Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Blackburn College	Advisory Committee to Teacher Education
Concordia University	Academy of Continuing Professional Education
DePaul University	Outreach Programs to Urban K-12 Students
DeVry University	Tech 37/Young Women in Technology
Springfield College	Tutor/Mentor Program with Local Grade School
University of St. Francis	Professional Development School
West Suburban College of Nursing	Health Education Programs for K-8 Students
Wheaton College	Partners for Success

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Community Colleges

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Black Hawk College	Achievement Awards
City Colleges of Chicago	U Pass Program
College of DuPage	Resource Development Efforts
College of Lake County	FAFSA Completion Day Events
Daley College	Tuition Waivers - Public Assistance
Elgin Community College	Institutional Grant & Gift Aid
Illinois Valley Community College	On-Site College Workshops for Dislocated Workers
John Wood Community College	Tuition Waivers – Educational Leaders Council
Joliet Junior College	Student Emergency Fund
Kankakee Community College	Monthly Tuition Budget Plan
Kaskaskia College	On-Site College Workshops for Dislocated Workers
Kennedy-King College	UPS Earn & Learn Program
Kishwaukee College	Easy-to-Use Financial Aid Chart
Lake Land College	Discover Lake Land Day, College Career Day
Malcolm X College	Scholarships
McHenry County College	First Generation College Student Scholarships
Moraine Valley Community College	UPS Earn & Learn Program
Morton College	Workshops/Seminars (English & Spanish)
Rend Lake College	Loan Forgiveness Program (Foundation & Good Samaritan Regional Health Center)
Richland Community College	Scholarships
Rock Valley College	Workshops/Financial Aid Information Night
Sauk Valley Community College	Promoting Latino Access to College Education (PLACE)
Southwestern Illinois College	Workshops
Spoon River College	Building a High End PC (Student Project)
Triton College	Monthly Tuition Budget Plan
Waubonsee Community College	Building Foundations for the Future
William Rainey Harper College	Workshops/Seminars (English & Spanish)
Wright College	Remedial Instruction (Math & English) Free of Charge

Public Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Eastern Illinois University	Cooperative Work Study Program
Illinois State University	Restoration of 5 th Year and Other MAP Funding
Southern Illinois University-Carbondale	Undergraduate Assistantship Program
	MEDPREP Alliance Scholarships (School of Medicine)
Southern Illinois University-Edwardsville	Cooperative Education (Co-op)

Private Four-Year Colleges and Universities

Institution

Blackburn College
Concordia University
DeVry University
Eureka College
Finch University
Springfield College
West Suburban College of Nursing

Effective Practice Reported by the Institution

Work Program
Residence Assistant (RA) Activity Grant
Institutional Grants & Scholarships
Institutional Aid Matrix
Tuition Freeze for All Programs
Monthly Tuition Payment Option Without Interest
Scholarships

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.
--

Community Colleges

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Black Hawk College	Expansion of the Bridges Program
College of DuPage	Educating Young Girls about Career Choices
College of Lake County	Support Services for Students with Disabilities
Danville Area Community College	Equity and Diversity Committee
Elgin Community College	Retention Program
Harold Washington College	Chicago Policy & Firefighter Training Academy
Highland Community College	Instructional Support – Learning Assistance Center
Illinois Eastern Community Colleges	Student Services
Illinois Valley Community College	Diversity Task Force
John Wood Community College	Procurement Technical Assistance Center
Joliet Junior College	Engaging Latino Communities for Education
Kaskaskia College	Adult Literacy Program
Kennedy King College	Automotive Technology Training Program
Kishwaukee College	Kishwaukee College Mathematics
Lake Land College	Illinois On-Line Conference for Teaching & Learning
Lewis and Clark Community College	2+2 Educator Training with Greenville College
Lincoln Land Community College	Training & Education for Adult Learners (TEAL)
Malcolm X College	Institutional Diversity Plan
McHenry County College	Hispanic-Latino Leadership Conference
Moraine Valley Community College	Comprehensive Integrated First Year Experience
Morton College	Student Satisfaction Inventory
Oakton Community College	Program for At-Risk Nursing Students
Parkland College	Automated Degree Audit (Certificates < 20 hours)
Rock Valley College	Comprehensive Support Services
Southeastern Illinois College	Partnership with Franklin University
Southwestern Illinois College	Automated Student Information System
Truman College	Transitional Bilingual Learning Community
Waubensee Community College	Healthcare Interpreting Program

Public Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Chicago State University	TILT Project
Eastern Illinois University	Minority Affairs Programming
Illinois State University	Illinois Louis Stokes Alliance for Minority Participation
Southern Illinois University-Carbondale	Individualized Learning Program
	Health Careers Opportunity Program (School of Medicine)
Southern Illinois University-Edwardsville	Pathways to Harmony
University of Illinois-Springfield	Online Degree Completion Program in Liberal Arts & Sciences

Private Four-Year Colleges and Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Blackburn College	Office of Intercultural Programs and Services
Columbia College Chicago	Award Winning Retention Program
Concordia University	Learning Assistance Center
Dominican University	Transitions Program
Elmhurst College	Common Experience Program
Eureka College	Recruitment Strategies
Finch University	Chicago Area Health and Medical Careers Program
Lake Forest College	Recruitment of International Students
Monmouth College	Office of Intercultural Life
North Central College	Junior/Senior Scholars Program
University of St. Francis	Retention Task Force
West Suburban College of Nursing	Individual Learning Support Plans

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Community Colleges

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Black Hawk College	Assessment of Student Learning
Carl Sandburg College	Learning Communities
College of DuPage	English 101 Assessment Project
College of Lake County	AQIP
Daley College	Post-Tenure Review Process
Danville Area Community College	On-Line Student Evaluation of Instruction System
Harold Washington College	Student On-Line Application & Registration System
Heartland Community College	Curriculum Changes in Math & Developmental Advising
Illinois Central College	Future Teachers of Peoria
Illinois Valley Community College	Enhanced Faculty Evaluation System
John Wood Community College	Portfolio Pilot Project (General Education Objectives)
Joliet Junior College	AQIP
Kankakee Community College	Faculty Review of Course Placement
Kennedy King College	Digital Technical Training
Lake Land College	Approval Process for On-Line Courses
Lewis & Clark Community College	Strategic Planning/AQIP
Lincoln Land Community College	Nursing Program Improvements
Malcolm X College	Seamless Connection Project
McHenry County College	Dual-Track Approach to Academic Advisement
Morton College	Mini Grants for Faculty Assessment Projects
Oakton Community College	Best Practices for Academic Integrity
Olive Harvey College	English Exit Exams
Parkland College	Academic Assessment & Institutional Effectiveness Processes
Rend Lake College	Student Outcomes Assessment
Richland Community College	AQIP
Sauk Valley Community College	Assessment Results to Improve Teaching & Learning
Shawnee Community College	On-Line Course Support Services
South Suburban College	Annual Assessment Fair
Southwestern Illinois College	Success Center
Triton College	Teaching & Learning Technology Roundtable
Waubonsee Community College	Integrating Technology in Teaching & Learning
William Rainey Harper College	Foster P-16 Partnerships

Public Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Eastern Illinois University	University Foundations (Freshman Year Experience)
Governors State University	On-Line Orientation and Directed Self-Placement
Illinois State University	Beckman Scholars Program
Northeastern Illinois University	Unit Assessment System
Southern Illinois University-Carbondale	Outcomes/Student Performance Loop
	CurrMIT (School of Medicine)
Southern Illinois University-Edwardsville	Outcomes Assessment (School of Dental Medicine)

Private Four-Year Colleges and Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Benedictine University	AQIP Action Projects
Blackburn College	Strengthening Faculty Advising Skills
Bradley University	Internet2 (I2)
Chicago School of Professional Psychology	Development of The Chicago School Assessment Plan
Concordia University	AQIP Action Projects
DeVry University	Common Writing Final
Illinois College	Institutional Assessment Plan
McKendree College	Assessment Initiatives (NCA Model Program)
Robert Morris College	Center for Applied Leadership
Wheaton College	Initiatives to Enhance Outcomes-Based Assessment

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.
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Community Colleges

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Black Hawk College	Print Shop Conversion
Carl Sandburg College	DocuShare Web-Based Document Management System
College of DuPage	Systems & Administrative Unit Portfolio
College of Lake County	Operations of Environmental Action Committee
Elgin Community College	Continuous Improvement Project
Harold Washington College	On-Line Registration (SOARS)
Heartland Community College	Group & Individual Advising
Highland Community College	Administrative Reorganization
Illinois Central College	Budgeting Program Review
Illinois Eastern – Frontier	Administrative Productivity Improvement
Illinois Eastern – Olney Central	Conversion of Student Files Archives to Digital Format
Illinois Valley Community College	Academic Affairs Restructuring
John A. Logan College	Lincoln Awards for Excellence Application
Joliet Junior College	Redesign of Classification and Compensation
	Structure and Personnel Review System
Kankakee Community College	Linker On-Line Student Information Software
Kaskaskia College	Health & Professional Career Building
Kennedy King College	Digital Technical Training
Kishwaukee College	Trailblazer Process
Lake Land College	College Print Shop, Implementation of Wintel
Lincoln Land Community College	Class Size/Offerings
McHenry County College	Modification in Electrical Purchases
Moraine Valley Community College	Fixed Asset Inventory Control System
Morton College	Relational Database for Budget Development
Oakton Community College	Administrative Professional Development Program
Olive Harvey College	General Store
Parkland College	Operational Planning Activity Database
Prairie State College	Consolidation of Office Supply Purchasing
Rock Valley College	Arts Instructional Center, Stenstrom Center for Career Education, & Expansion of Bengt Sjostrom Theatre
	WebCT Tutorial
Shawnee Community College	On-Line Registration Approval Process
Southeastern Illinois College	Database Transition (MSG to LSR)
Southwestern Illinois College	Business Process Redesign System
Spoon River College	Degree/Certificate Audit Enhancements
Triton College	Integrating Shared Databases, Electronic Communications, and College Culture
Truman College	Providing College & Faculty Enhancements with No Tax Rate Increase to District Residents
Waubonsee Community College	Web Registration/Payment & On-Line Textbook Orders
William Rainey Harper College	Student Academic Success Center
Wright College	

Public Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Chicago State University	Web-Based Fiscal Officer System
Eastern Illinois University	Performance Contracting (Deferred Maintenance Reduction)
Governors State University	On-Line Orientation and Directed Self-Placement
Illinois State University	Fiscal Activities (Cost Savings, Internal Reallocations)
Northeastern Illinois University	Coordinated Purchasing of Technology Equipment
Northern Illinois University	Performance Contracting (Facility Improvements)
Southern Illinois University-Carbondale	Physical Plant In-House Construction Projects
	Patient Service Information Systems (School of Medicine)
Southern Illinois University-Edwardsville	Academic Quality Improvement Program (AQIP)
University of Illinois-Chicago	University of Illinois Medical Center at Chicago
	Contract Management System (UIMCC)
University of Illinois-Springfield	Noel-Levitz Study: Assessing the Delivery of
	Academic, Business, and Student Services
University of Illinois-Urbana/Champaign	Deans Budget Committee
Western Illinois University	On-Line Timecard System

Private Four-Year Colleges and Universities

<u>Institution</u>	<u>Effective Practice Reported by the Institution</u>
Blackburn College	Increased Efficiency and Effectiveness of Advising
DePaul University	ISO 9001 Certification
North Central College	Budget Planning Process
Saint Francis Medical Center	Strategic Goal/Team to Increase Efficiency &
College of Nursing	Effectiveness
Springfield College	Merger with Benedictine University
West Suburban College of Nursing	New Information System
Wheaton College	Reorganization of the Academic Division

APPENDIX B

DATA SOURCES AND DEFINITIONS

DATA SOURCES AND DEFINITIONS

Environmental Factors Impacting Higher Education

- Exhibit B Institute of Government and Public Affairs. (2002). *Illinois Statistical Abstract*. http://www.igpa.uiuc.edu/abstract/2002/population/01_03.htm
- Exhibit C Illinois State Board of Education. (2002). *Illinois Public School Enrollment Projections: 2002-03 – 2010-2011*.
- Exhibit D National Center for Education Statistics (NCES). (2002, October). *Projections of Education Statistics to 2012. Thirty-first Edition*.
- Exhibits E & F Carnevale, A. P. & Fry, R. A. (2000). *Crossing the Great Divide: Can We Achieve Equity with Generation Y?* Educational Testing Service.
- Exhibit G IPEDS. *Fall Enrollment Surveys*.
- Exhibit H ACT. (2003). *National and State Scores, 1999 through 2003*. (www.act.org/news/data)
- Exhibit I Illinois State Board of Education. (2002). *2002 Illinois State Report Card*.
- Exhibit J NCES, U.S. Census Bureau, and The National Information Center for Higher Education Policymaking and Analysis – NCHEMS. (www.higheredinfo.org)
- Exhibit K Illinois Student Assistance Commission (ISAC). 2000 U.S. Census Bureau.
- Exhibit L U.S. Department of Labor, Bureau of Labor Statistics. (www.bls.gov)
- Exhibit M Illinois Department of Employment Security. (2002). *Illinois Job Outlook in Brief, 2002-03*.
- Exhibit N U.S. Department of Labor, Bureau of Labor Statistics.
- Exhibit O *Grapevine*. Center for the Study of Education Policy, Illinois State University.
- Exhibits P & Q IBHE Records.
- Exhibit R IBHE. (2003). *FY04 Budget Book*.
- Exhibit S IBHE. *Annual Student Financial Aid Surveys* (various years).

Goal 1: Economic Growth

- Exhibits 1-1 to 1-4 IBHE Employer Satisfaction Survey (1998).
- Exhibit 1-5 IPEDS Degrees Conferred Survey. The fields of study reflect CIP code groupings and do not necessarily reflect the actual number of degrees granted by a specific college at an institution, such as Education or Liberal Arts & Sciences.
Pre-Baccalaureate: Certificates and Associate Degrees.
Post-Baccalaureate: Masters, Doctoral, First Professional, Advanced Certificates.
- Exhibit 1-6 National Science Foundation (NSF), Division of Science Resources Statistics. (2003, April). *Academic Research and Development Expenditures: FY2001*.
- Exhibit 1-7 IBHE Baccalaureate Follow-Up Survey, ICCB Occupational Follow-Up Study, and FY2003 Institutional Results Reports.

Goal 2: Partnerships with P-12 Education

Exhibits

- 2-1 and 2-2 IBHE. Fiscal Year 2003 Results Reports, Public Universities.
Includes all baccalaureate graduates in teacher education programs, plus others completing requirements for initial teacher certification with or without a degree being awarded.
- Exhibit 2-3 IPEDS Completion Surveys. CIP Codes: 13.01, 13.10, 13.12, & 13.13. For more information regarding CIP Codes, please see NCES Classification of Instruction Programs: 2000 Edition available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>

Goal 3: Affordability

- Exhibit 3-1 IBHE Student Financial Aid Survey, IBHE Data Books.
Grants, Scholarships, and Waivers are types of aid that the student is not required to repay. Grants include funds from federal, state, and institutional sources.
- Exhibits
3-2 and 3-3 ISAC/IBHE. Committee on Affordability. (2003).
Data was collected from 32 institutions (13 community colleges, 10 public university campuses, 9 private four-year institutions) for full-time undergraduate students that completed the financial aid application (FAFSA) for Fall 2002. The study population includes 73,213 dependent students and 19,882 independent students.
- Exhibit 3-4 ISAC Weighted Mean Tuition and Fees by Sector, IBHE FY04 Budget Book.

Goal 4: Access and Diversity

Exhibits

- 4-1 to 4-4 IPEDS Degrees Conferred Survey
Pre-Baccalaureate: Certificates and Associate Degrees.
Post-Baccalaureate: Masters, Doctoral, First Professional, and Advanced Certificates.

Goal 5: High Quality

- Exhibit 5-1 IBHE Fiscal Year 2003 Institutional Results Reports, LegalEd
(www.legaled.com/illinoisbarexam.htm), and NCBEX (www.ncbex.org/stats.htm)
- Exhibits
5-2 to 5-4 IBHE Fiscal Year 2003 Institutional Results Reports, Public Universities.
- Exhibit
5-5 ICCB Records.

Goal 6: Productivity and Accountability

- Exhibit 6-1 ICCB, Unit Cost Study (FY 2000, 2001, 2002).
Net instructional cost includes direct instructional salary costs, direct departmental costs, direct instructional equipment costs, allocated costs (indirect instructional support), and operation and maintenance costs.
- Exhibit 6-2 ICCB, Unit Cost Study (FY 2000, 2001, 2002).
Instruction includes direct salary cost, direct department cost, and direct equipment cost. Instructional Support includes various indirect costs, including academic support, student services, academic administration and planning, and institutional support.
- Exhibits
6-3 to 6-6 ICCB, Unit Cost Study.
- Exhibit 6-7 IBHE, Academic Discipline Unit Cost Study (FY 2000, 2001, 2002).
- Exhibit 6-8 IBHE, Academic Discipline Unit Cost Study (FY 2000, 2001, 2002). .
Instruction includes the costs associated with direct and indirect instruction, departmental research and overhead, and college or school overheads. Academic and Student Support includes costs associated with overhead support, academic support, and student services. Institutional Support includes executive management, system office support, financial management and operations, general administration, faculty and staff auxiliary services, and public relations/development. Operation and Maintenance (O&M) of Physical Plant includes areas such as custodial services, building and grounds maintenance, utilities, security, etc.
- Exhibits
6-9 to 6-13 IBHE, Academic Discipline Unit Cost Study.
- Exhibits
6-14 to 6-16 IPEDS Graduation Rate Survey and ICCB Records (FY 2000, 2001, 2002).
An entering cohort of first-time, full-time freshmen is identified and tracked to determine those who complete degrees or certificates within 150% of published catalog (normal) time, or are still enrolled, or have transferred. The general methodology follows the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) methodology. The numerator for community colleges is the number of individuals in the cohort who graduate, transfer, or are still enrolled at the end of the observation period (3 years for community college). The numerator for four-year colleges and universities is the number of individuals in the cohort who graduate at the end of the observation period (6 years for four-year institutions). The denominator is first-time, full-time freshmen in the designated fiscal year.
- Exhibits
6-17 to 6-19 IPEDS Graduation Rate Survey and ICCB Records.

APPENDIX C

INSTITUTIONAL DATA

LIST OF TABLES

Goal 1

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

Annual Number of Illinois Private, 4-Year University Graduates by Level and Broad Field of Study

Illinois Public University Baccalaureate Degree Recipients Either Employed or Enrolled in Further Education Within One Year of Graduation

Occupational Follow-Up Summary By College for Selected Programs, Illinois Public Community Colleges

Private 4-Year College and University Baccalaureate Degree Recipients Either Employed or Enrolled in Further Education Within One Year of Graduation

Goal 2

Annual Number of Students Completing Requirements for Initial Teacher Certification, Illinois Public Universities

Goal 4

Completions by Race and Gender at Illinois Public Universities

Completions by Race and Gender at Illinois Public Community Colleges

Completions by Race and Gender at Illinois Public Universities

Goal 5

Pass Rates on Selected Professional/Occupational Licensure Exams, Illinois Public Community Colleges

Goal 6

Cost Per Credit Hour as a Percent of Total Costs at Illinois Public Universities

Net Instructional Unit Costs at Illinois Public Community Colleges

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Illinois Public Universities

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time, Transfer out or Still Enrolled at Illinois Public Community Colleges

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Illinois Private 4-Year Colleges and Universities

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Goal 1

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study

Public University	Degree Level	Engineering			Health Sciences			Liberal Arts and Sciences			
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2-Year Percent Change
Chicago State University	Baccalaureate	1	4	4	98	93	68	226	239	230	1.8
	Post-Baccalaureate										
Eastern Illinois University	Baccalaureate	43	40	36	32	33	33	143	153	175	22.4
	Post-Baccalaureate	32	26	31	26	22	21				
Governors State University	Baccalaureate				63	62	44	236	254	225	(4.7)
	Post-Baccalaureate				124	115	97				
Illinois State University	Baccalaureate	138	140	141	188	173	191	55	48	36	(34.5)
	Post-Baccalaureate	10	10	11	51	64	53				
Northeastern Illinois University	Baccalaureate							225	203	215	(4.4)
	Post-Baccalaureate										
Northern Illinois University	Baccalaureate	163	198	209	291	255	266	64	72	88	37.5
	Post-Baccalaureate	50	43	36	89	72	134				
SIU - Carbondale	Pre-Baccalaureate	38	10	0	66	39	28				
	Baccalaureate	589	628	608	343	327	360	75	70	78	4.0
SIU - Edwardsville	Baccalaureate	59	63	55	160	140	139				
	Post-Baccalaureate	91	107	96	176	167	134	50	72	89	78.0
U of I - Chicago	Baccalaureate	52	61	49	141	164	115				
	Post-Baccalaureate	290	342	343	304	294	282	0	0	2	
U of I - Springfield	Baccalaureate	249	275	186	892	796	818				
	Post-Baccalaureate				54	16	12	6	6	18	200.0
U of I - Urbana/Champaign	Baccalaureate				15	25	23	22	22	19	(13.6)
	Post-Baccalaureate										
Western Illinois University	Baccalaureate	1001	1088	969	191	209	270	13	21	15	15.4
	Post-Baccalaureate	504	477	461	171	160	161				
All Public Universities	Baccalaureate	69	77	67	10	10	23	305	298	281	(7.9)
	Post-Baccalaureate	14	7	8	20	24	15				
	Pre-Baccalaureate	38	10	0	66	39	28				
	Baccalaureate	2385	2624	2473	1750	1639	1683	1398	1436	1452	3.9
	Post-Baccalaureate	970	962	837	1689	1582	1576	22	22	19	(13.6)
	All Degree Levels	3393	3596	3310	3505	3260	3287	1420	1458	1471	3.6

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study

Public University	Degree Level	Social Sciences			Visual and Performing Arts			All Other		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Chicago State University	Baccalaureate	70	59	47	11	10	11	245	178	192
	Post-Baccalaureate	7	5	4				30	73	67
Eastern Illinois University	Baccalaureate	213	207	198	79	65	83	817	772	777
	Post-Baccalaureate	40	33	28	13	8	12	105	125	108
Governors State University	Baccalaureate	4	5	7	5	8	9	283	240	277
	Post-Baccalaureate	21	21	27	7	10	13	147	220	158
Illinois State University	Baccalaureate	440	403	436	167	203	218	1256	1181	1156
	Post-Baccalaureate	52	46	62	40	38	42	187	177	205
Northeastern Illinois University	Baccalaureate	108	90	86	8	11	19	339	387	422
	Post-Baccalaureate	33	23	27	6	3	4	151	131	134
Northern Illinois University	Baccalaureate	308	332	277	183	207	207	950	1033	982
	Post-Baccalaureate	67	56	61	76	70	84	376	357	358
SIU - Carbondale	Pre-Baccalaureate				5	0	0	93	65	41
	Baccalaureate	160	181	191	189	221	221	1559	1512	1551
SIU - Edwardsville	Post-Baccalaureate	50	48	36	32	30	42	422	409	399
	Baccalaureate	159	175	183	73	98	69	437	459	492
U of I - Chicago	Post-Baccalaureate	27	31	41	21	20	11	170	176	181
	Baccalaureate	211	238	260	140	133	149	1200	1334	1332
U of I - Springfield	Post-Baccalaureate	50	65	53	42	29	40	605	647	645
	Baccalaureate	63	60	55	8	5	13	271	313	306
U of I - Urbana/Champaign	Post-Baccalaureate	24	35	35	6	20	8	156	172	186
	Pre-Baccalaureate							18	10	12
Western Illinois University	Baccalaureate	684	626	789	201	192	208	2560	2449	2702
	Post-Baccalaureate	126	114	136	110	99	130	1383	1382	1376
All Public Universities	Baccalaureate	120	133	127	75	50	76	904	871	936
	Post-Baccalaureate	43	41	42	13	19	15	130	148	126
	Pre-Baccalaureate				5	0	0	111	75	53
	Baccalaureate	2540	2509	2656	1139	1203	1283	10821	10729	11125
	Post-Baccalaureate	540	518	552	366	346	401	3862	4017	3943
	All Degree Levels	3080	3027	3208	1510	1549	1684	14794	14821	15121
		Change			2-Year Percent			2-Year Percent		

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

		Agriculture			2-Year Percent Change
		2000	2001	2002	
Public Community College	Degree Level				
	Pre-Baccalaureate	124	109	99	(20.2)
Black Hawk College	Pre-Baccalaureate	8	3	1	(87.5)
CCC - Harold Washington College	Pre-Baccalaureate				
CCC - Harry S Truman College	Pre-Baccalaureate				
CCC - Kennedy-King College	Pre-Baccalaureate				
CCC - Malcolm X College	Pre-Baccalaureate				
CCC - Olive-Harvey College	Pre-Baccalaureate				
CCC - Richard J. Daley College	Pre-Baccalaureate	6			---
CCC - Wilbur Wright College	Pre-Baccalaureate				
College of DuPage	Pre-Baccalaureate	33	27	24	(27.3)
College of Lake County	Pre-Baccalaureate	17	7	31	82.4
Danville Area Community College	Pre-Baccalaureate	14	17	4	(71.4)
Elgin Community College	Pre-Baccalaureate				
Heartland Community College	Pre-Baccalaureate				
Highland Community College	Pre-Baccalaureate	3	5	1	(66.7)
Illinois Central College	Pre-Baccalaureate	70	53	61	(12.9)
Illinois Eastern - Frontier	Pre-Baccalaureate				
Illinois Eastern - Lincoln Trail	Pre-Baccalaureate	10	5	12	20.0
Illinois Eastern - Olney Central	Pre-Baccalaureate	1			---
Illinois Eastern - Wabash Valley	Pre-Baccalaureate	29	33	21	(27.6)
Illinois Valley Community College	Pre-Baccalaureate	1		2	100.0
John A. Logan College	Pre-Baccalaureate				
John Wood Community College	Pre-Baccalaureate	18	14	22	22.2
Joliet Junior College	Pre-Baccalaureate	69	45	61	(11.6)
Kankakee Community College	Pre-Baccalaureate				
Kaskaskia College	Pre-Baccalaureate	20	33	36	80.0
Kishwaukee College	Pre-Baccalaureate	52	49	73	40.4
Lake Land College	Pre-Baccalaureate	73	87	90	23.3
Lewis & Clark Community College	Pre-Baccalaureate	11	2	3	(72.7)
Lincoln Land Community College	Pre-Baccalaureate	20	11	15	(25.0)
McHenry County College	Pre-Baccalaureate	11	6	12	9.1
Moraine Valley Community College	Pre-Baccalaureate				
Morton College	Pre-Baccalaureate				
Oakton Community College	Pre-Baccalaureate				
Parkland College	Pre-Baccalaureate	18	15	17	(5.6)
Prairie State College	Pre-Baccalaureate				
Rend Lake College	Pre-Baccalaureate	32	35	51	59.4
Richland Community College	Pre-Baccalaureate	2	5	7	250.0
Rock Valley College	Pre-Baccalaureate				
Sauk Valley Community College	Pre-Baccalaureate				
Shawnee Community College	Pre-Baccalaureate	1		1	0.0
South Suburban Coll. of Cook Co.	Pre-Baccalaureate				
Southeastern Illinois College	Pre-Baccalaureate	8	12	40	400.0
Southwestern Illinois College	Pre-Baccalaureate	9	14	17	88.9
Spoon River College	Pre-Baccalaureate	13	20	12	(7.7)
Triton College	Pre-Baccalaureate	8	7	5	(37.5)
Waubensee Community College	Pre-Baccalaureate				
William Rainey Harper College	Pre-Baccalaureate	28	20	16	(42.9)
All Community Colleges	Pre-Baccalaureate	709	634	734	3.5

		Business			2-Year Percent Change
		2000	2001	2002	
		110	64	61	(44.5)
		88	115	101	14.8
		58	70	45	(22.4)
		28	48	84	200.0
		73	38	35	(52.1)
		25	20	27	8.0
		58	26	40	(31.0)
		219	178	301	37.4
		77	131	195	153.2
		668	674	817	22.3
		215	213	238	10.7
		121	102	106	(12.4)
		123	113	149	21.1
		44	57	70	59.1
		24	46	45	87.5
		202	198	216	6.9
		22	27	22	0.0
		97	74	66	(32.0)
		34	69	61	79.4
		50	43	44	(12.0)
		92	96	111	20.7
		93	63	51	(45.2)
		30	27	23	(23.3)
		133	151	150	12.8
		77	56	54	(29.9)
		56	71	50	(10.7)
		24	43	67	179.2
		280	301	298	6.4
		72	66	81	12.5
		153	166	153	0.0
		148	164	140	(5.4)
		200	185	167	(16.5)
		93	81	87	(6.5)
		124	151	152	22.6
		129	132	132	2.3
		79	65	44	(44.3)
		44	60	83	88.6
		54	112	111	105.6
		121	92	105	(13.2)
		50	65	66	32.0
		19	15	4	(78.9)
		163	235	161	(1.2)
		65	77	97	49.2
		170	270	428	151.8
		16	19	51	218.8
		132	105	102	(22.7)
		136	120	95	(30.1)
		302	220	258	(14.6)
		5391	5514	6044	12.1
		103	65	74	(28.2)

		Education			2-Year Percent Change
		2000	2001	2002	
		1	1	4	300.0
		1			---
			1	2	
		3			---
				1	
		1	3	1	0.0
			2		

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

Public Community College	Degree Level	Engineering			Health Sciences			Liberal Arts and Sciences		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Black Hawk College	Pre-Baccalaureate	19	10	16	93	112	130	284	226	286
Carl Sandburg College	Pre-Baccalaureate	17	23	16	65	76	67	79	89	89
CCC - Harold Washington College	Pre-Baccalaureate	1			179	304	125	283	222	158
CCC - Harry S Truman College	Pre-Baccalaureate	5	2	1	70	135	231	115	83	76
CCC - Kennedy-King College	Pre-Baccalaureate				346	565	379	111	97	116
CCC - Malcolm X College	Pre-Baccalaureate				190	180	184	62	43	47
CCC - Olive-Harvey College	Pre-Baccalaureate	11	4	3	25	253	58	137	102	94
CCC - Richard J. Daley College	Pre-Baccalaureate	1	1	6	24	70	57	157	162	167
CCC - Wilbur Wright College	Pre-Baccalaureate	28	4	38	42	319	297	235	218	215
College of DuPage	Pre-Baccalaureate	52	50	53	421	529	578	870	861	750
College of Lake County	Pre-Baccalaureate	42	35	37	293	307	385	408	384	448
Danville Area Community College	Pre-Baccalaureate	16	10	10	28	40	38	77	86	109
Elgin Community College	Pre-Baccalaureate	26	24	115	214	235	286	285	302	332
Heartland Community College	Pre-Baccalaureate	4	4	11	25	38	38	260	270	345
Highland Community College	Pre-Baccalaureate	12	23	24	17	33	31	81	96	104
Illinois Central College	Pre-Baccalaureate	55	70	54	157	175	153	658	717	646
Illinois Eastern - Frontier	Pre-Baccalaureate	30	2	10	48	63	100	8	15	34
Illinois Eastern - Lincoln Trail	Pre-Baccalaureate	45	41	55	71	44	43	61	91	81
Illinois Eastern - Olney Central	Pre-Baccalaureate	1	1		45	183	154	17	66	96
Illinois Eastern - Wabash Valley	Pre-Baccalaureate	13	12	20	51	14	21	23	26	37
Illinois Valley Community College	Pre-Baccalaureate	19	27	24	163	155	171	217	208	177
John A. Logan College	Pre-Baccalaureate	17	28	69	137	154	185	148	153	128
John Wood Community College	Pre-Baccalaureate	7	5	2	98	120	139	70	80	85
Joliet Junior College	Pre-Baccalaureate	26	26	26	127	170	187	316	348	340
Kankakee Community College	Pre-Baccalaureate	22	14	19	112	122	82	99	113	83
Kaskaskia College	Pre-Baccalaureate	25	42	32	141	164	222	215	219	212
Kishwaukee College	Pre-Baccalaureate	15	25	19	122	127	161	99	105	114
Lake Land College	Pre-Baccalaureate	63	47	75	119	75	80	147	157	142
Lewis & Clark Community College	Pre-Baccalaureate	19	21	18	225	217	233	37	43	42
Lincoln Land Community College	Pre-Baccalaureate	26	18	14	245	306	449	229	245	239
McHenry County College	Pre-Baccalaureate	24	30	23	143	149	164	52	61	34
Moraine Valley Community College	Pre-Baccalaureate	44	46	45	143	154	185	421	440	380
Morton College	Pre-Baccalaureate	6	11	10	66	73	68	116	126	131
Oakton Community College	Pre-Baccalaureate	44	45	48	158	181	184	189	202	225
Parkland College	Pre-Baccalaureate	38	45	31	169	160	138	215	193	203
Prairie State College	Pre-Baccalaureate	14	11	3	88	75	76	197	171	141
Rend Lake College	Pre-Baccalaureate	29	36	49	108	129	142	118	130	154
Richland Community College	Pre-Baccalaureate	1	3	6	28	44	64	108	103	104
Rock Valley College	Pre-Baccalaureate	40	39	29	274	404	246	413	408	367
Sauk Valley Community College	Pre-Baccalaureate	22	21	18	75	88	94	68	79	52
Shawnee Community College	Pre-Baccalaureate	4	5	3	56	45	32	135	125	58
South Suburban Coll. of Cook Co.	Pre-Baccalaureate	24	30	35	184	323	482	108	105	100
Southeastern Illinois College	Pre-Baccalaureate	3	6		144	112	136	99	112	96
Southwestern Illinois College	Pre-Baccalaureate				266	242	411	408	392	466
Spoon River College	Pre-Baccalaureate	3	6	4	30	12	3	111	109	108
Triton College	Pre-Baccalaureate	51	57	47	369	305	250	181	175	207
Waubesa Community College	Pre-Baccalaureate	19	20	21	194	227	207	97	90	113
William Rainey Harper College	Pre-Baccalaureate	38	29	17	202	171	145	507	652	629
All Community Colleges	Pre-Baccalaureate	1020	1010	1171	6590	8179	8291	9331	9500	9360
										0.3
										25.8
										14.8

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

Public Community College	Degree Level	Visual and Performing Arts			All Other		
		2000	2001	2002	2000	2001	2002
Black Hawk College	Pre-Baccalaureate	4	1	---	152	161	256
Carl Sandburg College	Pre-Baccalaureate	3	1	2	169	162	186
CCC - Harold Washington College	Pre-Baccalaureate	1	1	1	681	2545	1213
CCC - Harry S Truman College	Pre-Baccalaureate			0.0	566	323	387
CCC - Kennedy-King College	Pre-Baccalaureate		1		307	211	256
CCC - Malcolm X College	Pre-Baccalaureate				84	88	112
CCC - Olive-Harvey College	Pre-Baccalaureate			3	154	105	88
CCC - Richard J. Daley College	Pre-Baccalaureate				161	81	122
CCC - Wilbur Wright College	Pre-Baccalaureate				87	67	72
College of DuPage	Pre-Baccalaureate	49	56	70	477	509	427
College of Lake County	Pre-Baccalaureate			42.9	210	241	319
Danville Area Community College	Pre-Baccalaureate				91	65	49
Elgin Community College	Pre-Baccalaureate	14	42	25	376	325	611
Heartland Community College	Pre-Baccalaureate			78.6	57	62	68
Highland Community College	Pre-Baccalaureate	2	5	8	119	105	92
Illinois Central College	Pre-Baccalaureate	25	28	24	310	323	296
Illinois Eastern - Frontier	Pre-Baccalaureate			(4.0)	78	44	50
Illinois Eastern - Lincoln Trail	Pre-Baccalaureate				175	151	158
Illinois Eastern - Olney Central	Pre-Baccalaureate	1		---	162	168	153
Illinois Eastern - Wabash Valley	Pre-Baccalaureate				156	138	128
Illinois Valley Community College	Pre-Baccalaureate				158	264	374
John A. Logan College	Pre-Baccalaureate				219	322	313
John Wood Community College	Pre-Baccalaureate				126	125	199
Joliet Junior College	Pre-Baccalaureate				206	197	180
Kankakee Community College	Pre-Baccalaureate	6	4	5	101	104	74
Kaskaskia College	Pre-Baccalaureate			(16.7)	116	267	322
Kishwaukee College	Pre-Baccalaureate		1		197	221	244
Lake Land College	Pre-Baccalaureate				590	634	653
Lewis & Clark Community College	Pre-Baccalaureate	5	1	5	412	385	326
Lincoln Land Community College	Pre-Baccalaureate	19	4	6	430	423	517
McHenry County College	Pre-Baccalaureate	4	4	7	284	284	296
Moraine Valley Community College	Pre-Baccalaureate	4	6	15	421	447	497
Morton College	Pre-Baccalaureate			275.0	31	65	77
Oakton Community College	Pre-Baccalaureate	5	5	12	100	90	107
Parkland College	Pre-Baccalaureate	10	9	9	237	256	281
Prairie State College	Pre-Baccalaureate	6	14	11	117	98	76
Rend Lake College	Pre-Baccalaureate			83.3	147	205	284
Richland Community College	Pre-Baccalaureate		5	2	126	158	185
Rock Valley College	Pre-Baccalaureate				238	228	215
Sauk Valley Community College	Pre-Baccalaureate		1	1	129	161	213
Shawnee Community College	Pre-Baccalaureate	1		---	51	50	19
South Suburban Coll. of Cook Co.	Pre-Baccalaureate	4	7	2	194	211	149
Southeastern Illinois College	Pre-Baccalaureate	4	3	7	364	402	415
Southwestern Illinois College	Pre-Baccalaureate			75.0	847	845	951
Spoon River College	Pre-Baccalaureate				77	62	101
Triton College	Pre-Baccalaureate	21	14	10	321	296	306
Waubesa Community College	Pre-Baccalaureate		3	1	360	382	350
William Rainey Harper College	Pre-Baccalaureate	13	9	5	233	227	271
All Community Colleges	Pre-Baccalaureate	201	225	234	11404	13283	13038
				16.4			14.3

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Agriculture			Business			Education		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Private, 4-Year Colleges and Universities	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
American Academy of Art	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
American Islamic College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Argosy University - Chicago	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Argosy University - Chicago Northwest	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Augustana College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Aurora University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Barat College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Benedictine University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Blackburn College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Blessing-Rieman College of Nursing	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Bradley University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Brisk Rabbinical College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Chicago Baptist Institute	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Christian Life College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Columbia College Chicago	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Concordia University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
DePaul University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
De Vry University-Illinois	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Dominican University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
East-West University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Elmhurst College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Eureka College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Finch University of Health Sci/Chi. Med. Sch.	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									

	Business			Education			2-Year Percent Change
	2000	2001	2002	2000	2001	2002	
Private, 4-Year Colleges and Universities							
American Academy of Art							
American Islamic College							
Argosy University - Chicago							
Argosy University - Chicago Northwest							
Augustana College							
Aurora University							
Barat College							
Benedictine University							
Blackburn College							
Blessing-Rieman College of Nursing							
Bradley University							
Brisk Rabbinical College							
Chicago Baptist Institute							
Christian Life College							
Columbia College Chicago							
Concordia University							
DePaul University							
De Vry University-Illinois							
Dominican University							
East-West University							
Elmhurst College							
Eureka College							
Finch University of Health Sci/Chi. Med. Sch.							

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Agriculture			Business			Education		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Private, 4-Year Colleges and Universities	Baccalaureate				127	140	138	44	48	62
	Post-Baccalaureate									
Greenville College	Baccalaureate									
	Post-Baccalaureate									
Harrington College of Design	Baccalaureate									
	Post-Baccalaureate									
Hebrew Theological College	Baccalaureate									
	Post-Baccalaureate									
Illinois Baptist College	Baccalaureate									
	Post-Baccalaureate									
Illinois College	Baccalaureate				29	34	30	29	40	50
	Post-Baccalaureate									
Illinois College of Optometry	Baccalaureate									
	Post-Baccalaureate									
Illinois Institute of Technology	Baccalaureate									
	Post-Baccalaureate									
Illinois Wesleyan University	Baccalaureate				3	2	1			
	Post-Baccalaureate				190	187	228		1	
International Acad. of Design & Tech.	Baccalaureate				116	106	109	42	32	29
	Post-Baccalaureate				16	15	21			
ITT Tech. Inst. - Burr Ridge	Baccalaureate				36	26	56			
	Post-Baccalaureate									
ITT Tech. Inst. - Matteson	Baccalaureate									
	Post-Baccalaureate									
ITT Tech. Inst. - Mount Prospect	Baccalaureate									
	Post-Baccalaureate									
Judson College	Baccalaureate				128	145	146	26	28	22
	Post-Baccalaureate									
Kendall College	Baccalaureate					1				
	Post-Baccalaureate				17	23	35	5	10	6
Knox College	Baccalaureate							23	22	25
	Post-Baccalaureate				53	38	28			
Lake Forest College	Baccalaureate									
	Post-Baccalaureate									
Lakeview College of Nursing	Baccalaureate									
	Post-Baccalaureate									
Lewis University	Baccalaureate				181	199	203	26	34	37
	Post-Baccalaureate				116	101	92	60	69	73
Lexington College	Baccalaureate				10	16	11			
	Post-Baccalaureate				4	10	5			
Lincoln Christian College	Baccalaureate				12	11	6			
	Post-Baccalaureate									
Lincoln College	Baccalaureate				14	15	11		6	5
	Post-Baccalaureate									
Loyola University of Chicago	Baccalaureate									
	Post-Baccalaureate				269	275	294	66	46	58
MacMurray College	Baccalaureate				510	444	406	219	195	288
	Post-Baccalaureate									
McKendree College	Baccalaureate				12	12	14	27	29	37
	Post-Baccalaureate				143	147	165	65	58	66
Midstate College	Baccalaureate				44	19	28			
	Post-Baccalaureate					1	6			
Midwest College of Oriental Medicine	Baccalaureate									
	Post-Baccalaureate									

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Agriculture			Business			Education		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Private, 4-Year Colleges and Universities	Baccalaureate									
	Post-Baccalaureate									
Midwestern University	Baccalaureate				93	110	111	72	75	93
	Post-Baccalaureate									
Millikin University	Baccalaureate									
	Post-Baccalaureate				51	55	63	56	49	71
Monmouth College	Baccalaureate									
	Post-Baccalaureate									
Moody Bible Institute	Baccalaureate									
	Post-Baccalaureate									
NAES College	Baccalaureate									
	Post-Baccalaureate									
National University of Health Sciences	Baccalaureate									
	Post-Baccalaureate									
National-Louis University	Baccalaureate									
	Post-Baccalaureate									
North Central College	Baccalaureate				571	571	566	159	136	106
	Post-Baccalaureate				239	250	357	1515	1511	1627
North Park University	Baccalaureate				199	153	154	54	63	62
	Post-Baccalaureate				60	35	47	44	57	50
Northwestern University	Baccalaureate				84	98	83	26	33	20
	Post-Baccalaureate				64	78	50	25	31	97
Olivet Nazarene University	Baccalaureate				1	13	4			
	Post-Baccalaureate				30	46	37	22	32	23
Principia College	Baccalaureate				1223	1239	1457	61	114	102
	Post-Baccalaureate									
Quincy University	Baccalaureate				59	52	66	49	61	50
	Post-Baccalaureate				80	81	56	149	109	434
Robert Morris College	Baccalaureate					12	18		4	1
	Post-Baccalaureate									
Rockford College	Baccalaureate				69	44	64	40	31	38
	Post-Baccalaureate				83	68	35	19	18	22
Roosevelt University	Baccalaureate				1735	2087	2287			
	Post-Baccalaureate				516	582	664			
Rush University	Baccalaureate				45	43	63	13	6	18
	Post-Baccalaureate				18	19	17	104	106	97
Scholl Coll. of Podiatric Med.	Baccalaureate									
	Post-Baccalaureate									
Shimer College	Baccalaureate				241	277	301	63	51	57
	Post-Baccalaureate				297	368	439	151	219	200
St. Anthony College of Nursing	Baccalaureate									
	Post-Baccalaureate									
St. Augustine College	Baccalaureate									
	Post-Baccalaureate									
St. Francis Medical Center College of Nursing	Baccalaureate				60	72	68	33	31	44
	Post-Baccalaureate									

Source: IPEDS Degrees Conferred Survey

[illegible]

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Engineering			Health Sciences			Liberal Arts and Sciences		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Private, 4-Year Colleges and Universities	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
American Academy of Art	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
American Islamic College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Argosy University - Chicago	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Argosy University - Chicago Northwest	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Augustana College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Aurora University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Barat College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Benedictine University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Blackburn College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Blessing-Rieman College of Nursing	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Bradley University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Brisk Rabbinical College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Chicago Baptist Institute	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Christian Life College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Columbia College Chicago	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Concordia University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
DePaul University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
DeVry University-Illinois	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Dominican University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
East-West University	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Elmhurst College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Eureka College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Finch University of Health Sci/Chi. Med. Sch.	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Engineering			Health Sciences			Liberal Arts and Sciences					
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Private, 4-Year Colleges and Universities	Baccalaureate									1	4	2	100.0
	Post-Baccalaureate												
	Pre-Baccalaureate												
Greenville College	Baccalaureate												
	Post-Baccalaureate												
	Pre-Baccalaureate												
Harrington College of Design	Baccalaureate												
	Post-Baccalaureate												
	Baccalaureate												
Hebrew Theological College	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
Illinois Baptist College	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
Illinois College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Illinois College of Optometry	Post-Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
Illinois Institute of Technology	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Illinois Wesleyan University	Post-Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
International Acad. of Design & Tech.	Baccalaureate												
	Pre-Baccalaureate												
	Baccalaureate												
ITT Tech. Inst. - Burr Ridge	Pre-Baccalaureate												
	Pre-Baccalaureate												
	Pre-Baccalaureate												
ITT Tech. Inst. - Matteson	Pre-Baccalaureate												
	Pre-Baccalaureate												
	Pre-Baccalaureate												
ITT Tech. Inst. - Mount Prospect	Pre-Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Judson College	Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
Kendall College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Knox College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Lake Forest College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Lakeview College of Nursing	Post-Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
Lewis University	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Lexington College	Post-Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
Lincoln Christian College	Baccalaureate												
	Post-Baccalaureate												
	Pre-Baccalaureate												
Lincoln College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Loyola University of Chicago	Post-Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
MacMurray College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
McKendree College	Post-Baccalaureate												
	Baccalaureate												
	Pre-Baccalaureate												
Midstate College	Baccalaureate												
	Baccalaureate												
	Baccalaureate												
Midwest College of Oriental Medicine	Post-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Engineering			Health Sciences			Liberal Arts and Sciences		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Private, 4-Year Colleges and Universities	Baccalaureate									
	Post-Baccalaureate									
Midwestern University	Baccalaureate				167	156	169			
	Post-Baccalaureate				306	334	362			
Millikin University	Baccalaureate				24	32	30			
	Post-Baccalaureate									
Monmouth College	Baccalaureate									
	Post-Baccalaureate									
Moody Bible Institute	Baccalaureate									
	Post-Baccalaureate									
NAES College	Baccalaureate									
	Post-Baccalaureate									
National University of Health Sciences	Baccalaureate									
	Post-Baccalaureate									
National-Louis University	Baccalaureate				218	239	188			
	Post-Baccalaureate									
North Central College	Baccalaureate				146	118	115			
	Post-Baccalaureate				4	3				
North Park University	Baccalaureate									
	Post-Baccalaureate									
Northwestern University	Baccalaureate									
	Post-Baccalaureate									
Olivet Nazarene University	Baccalaureate				59	23	28			
	Post-Baccalaureate				29	35	40			
Principia College	Baccalaureate				27	18	29			
	Post-Baccalaureate				369	378	364			
Quincy University	Baccalaureate				65	60	61			
	Post-Baccalaureate									
Robert Morris College	Baccalaureate									
	Post-Baccalaureate									
Rockford College	Baccalaureate									
	Post-Baccalaureate									
Roosevelt University	Baccalaureate				331	305	320			
	Post-Baccalaureate									
Rush University	Baccalaureate				17	23	15			
	Post-Baccalaureate									
Scholl Coll. of Podiatric Med.	Baccalaureate									
	Post-Baccalaureate									
School of the Art Inst. Chicago	Baccalaureate				1	1	1			
	Post-Baccalaureate				11	5	14			
Shimer College	Baccalaureate				94	77	62			
	Post-Baccalaureate				263	259	274			
St. Anthony College of Nursing	Baccalaureate				82	88	61			
	Post-Baccalaureate									
St. Augustine College	Baccalaureate				27	11	12			
	Post-Baccalaureate									
St. Francis Medical Center College of Nursing	Baccalaureate				33	30	28			
	Post-Baccalaureate				18	24	31			
	Baccalaureate				52	63	57			
	Post-Baccalaureate									

Source: IPEDS Degrees Conferred Survey

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		Degree Level
Private, 4-Year Colleges and Universities		
St. Johns College		Baccalaureate
St. Sava Serb. Orth. Sch. Theo.		Baccalaureate
St. Xavier University		Pre-Baccalaureate
		Baccalaureate
		Post-Baccalaureate
Telshe Yeshiva		Baccalaureate
		Post-Baccalaureate
The Illinois Institute of Art-Chicago		Pre-Baccalaureate
		Baccalaureate
The Illinois Institute of Art-Schaumburg		Pre-Baccalaureate
		Baccalaureate
Trinity Christian College		Baccalaureate
Trinity College-Nursing		Pre-Baccalaureate
		Baccalaureate
Trinity International University		Baccalaureate
		Post-Baccalaureate
University of Chicago		Baccalaureate
		Post-Baccalaureate
University of St. Francis		Baccalaureate
		Post-Baccalaureate
VanderCook College of Music		Baccalaureate
		Post-Baccalaureate
West Suburban College of Nursing		Baccalaureate
Westwood College of Technology-DuPage		Pre-Baccalaureate
Westwood College of Technology-River Oaks		Pre-Baccalaureate
Wheaton College		Baccalaureate
		Post-Baccalaureate
All Private, 4-Year Colleges and Universities		Pre-Baccalaureate
		Baccalaureate
		Post-Baccalaureate
		All Degree Levels

[illegible]

Health Sciences				
	2000	2001	2002	2-Year Percent Change
	47	27	26	(44.7)
	124	113	127	2.4
	42	36	57	35.7
	16	19	15	(6.3)
	20	25	18	(10.0)
	4	10	6	50.0
	6	11	11	83.3
	100	141	127	27.0
	74	73	83	12.2
	332	297	267	(19.6)
	33	28	35	6.1
	8	7		---
	375	358	377	0.5
	1792	1640	1604	(10.5)
	2509	2635	2507	(0.1)
	4676	4633	4488	(4.0)

[illegible]

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Social Sciences			Visual and Performing Arts			All Other		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
American Academy of Art	Pre-Baccalaureate				94	97	32			
	Baccalaureate				35	48	42			
	Post-Baccalaureate									
American Islamic College	Pre-Baccalaureate									
	Baccalaureate									
	Post-Baccalaureate									
Argosy University - Chicago	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Argosy University - Chicago Northwest	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Augustana College	Baccalaureate	73	46	47	14	18	20	248	263	275
	Baccalaureate	17	20	14				128	150	178
	Post-Baccalaureate							155	132	147
Aurora University	Baccalaureate	25	13	28	28	26	26	31	39	56
	Post-Baccalaureate									
	Post-Baccalaureate									
Barat College	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Benedictine University	Baccalaureate	14	29	32		4	3	132	153	154
	Post-Baccalaureate	6	6	6	4	9	4	34	22	40
	Post-Baccalaureate							35	36	32
Blackburn College	Baccalaureate	56	43	53	61	64	61	378	401	409
	Post-Baccalaureate				2	3	4	53	42	40
	Post-Baccalaureate								1	
Blessing-Rieman College of Nursing	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Bradley University	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Brisk Rabbinical College	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Chicago Baptist Institute	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Christian Life College	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Columbia College Chicago	Baccalaureate				450	475	511	4	1	1
	Post-Baccalaureate				43	38	38	5	12	13
	Post-Baccalaureate				8	6	2	289	305	282
Concordia University	Baccalaureate	7	8	11				24	20	22
	Post-Baccalaureate							74	51	51
	Post-Baccalaureate							24	21	22
DePaul University	Baccalaureate	202	235	196						
	Post-Baccalaureate	35	45	29	116	158	119	692	715	744
	Post-Baccalaureate				36	37	35	713	694	775
DeVry University-Illinois	Baccalaureate									
	Post-Baccalaureate									
	Post-Baccalaureate									
Dominican University	Baccalaureate							209	213	401
	Post-Baccalaureate									
	Post-Baccalaureate									
East-West University	Baccalaureate	26	43	37	5	15	17	4	2	3
	Post-Baccalaureate							94	112	136
	Post-Baccalaureate							143	179	183
Elmhurst College	Baccalaureate							6	5	1
	Post-Baccalaureate							27	16	10
	Post-Baccalaureate							196	217	207
Eureka College	Baccalaureate	43	39	39	26	26	28	34	46	44
	Post-Baccalaureate							36	35	37
	Post-Baccalaureate									
Finch University of Health Sci/Chi. Med. Sch.	Baccalaureate	5	10	10	4	3	6			
	Post-Baccalaureate									
	Post-Baccalaureate									
	Baccalaureate							92	89	96
	Post-Baccalaureate									
	Post-Baccalaureate									

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Social Sciences			Visual and Performing Arts			All Other		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Greenville College	Baccalaureate	13	11	9				83	64	74
	Post-Baccalaureate								5	12
	Pre-Baccalaureate									
Harrington College of Design	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Hebrew Theological College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Illinois Baptist College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Illinois College	Baccalaureate	14	21	33				27	25	17
	Post-Baccalaureate							2		
	Pre-Baccalaureate									
Illinois College of Optometry	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Illinois Institute of Technology	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Illinois Wesleyan University	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
International Acad. of Design & Tech.	Baccalaureate	71	80	68						
	Post-Baccalaureate									
	Pre-Baccalaureate									
ITT Tech. Inst. - Burr Ridge	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
ITT Tech. Inst. - Matteson	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
ITT Tech. Inst. - Mount Prospect	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Judson College	Baccalaureate	2	1							
	Post-Baccalaureate									
	Pre-Baccalaureate									
Kendall College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Knox College	Baccalaureate	67	110	71						
	Post-Baccalaureate									
	Pre-Baccalaureate									
Lake Forest College	Baccalaureate	86	97	63						
	Post-Baccalaureate									
	Pre-Baccalaureate									
Lakeview College of Nursing	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Lewis University	Baccalaureate	8	28	19						
	Post-Baccalaureate									
	Pre-Baccalaureate									
Lexington College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Lincoln Christian College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Lincoln College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Loyola University of Chicago	Baccalaureate	188	186	201						
	Post-Baccalaureate	36	41	49						
	Pre-Baccalaureate									
MacMurray College	Baccalaureate	2	6	10						
	Post-Baccalaureate	53	51	41						
	Pre-Baccalaureate									
McKendree College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Midstate College	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									
Midwest College of Oriental Medicine	Baccalaureate									
	Post-Baccalaureate									
	Pre-Baccalaureate									

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Social Sciences			Visual and Performing Arts			All Other		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Midwestern University	Baccalaureate									
	Post-Baccalaureate									
Millikin University	Baccalaureate	21	28	11	96	100	106	119	119	147
	Post-Baccalaureate									
Monmouth College	Baccalaureate	18	18	22	6	10	8	77	56	68
	Post-Baccalaureate							2		
Moody Bible Institute	Baccalaureate							295	294	315
	Post-Baccalaureate							27	24	44
NAES College	Baccalaureate									5
	Post-Baccalaureate								14	77
National University of Health Sciences	Baccalaureate							156	150	142
	Post-Baccalaureate									
National-Louis University	Baccalaureate	1	4	1						
	Post-Baccalaureate									
North Central College	Baccalaureate	46	52	50	17	22	11	309	336	271
	Post-Baccalaureate							154	120	174
North Park University	Baccalaureate	24	16	24	9	9	20	207	220	199
	Post-Baccalaureate							8	3	3
Northwestern University	Baccalaureate							139	132	123
	Post-Baccalaureate							14	20	29
Olivet Nazarene University	Baccalaureate	409	440	425	214	208	200	965	972	957
	Post-Baccalaureate	81	85	98	95	142	138	825	878	935
Principia College	Baccalaureate	10	18	39	12	8	18	147	149	158
	Post-Baccalaureate							21	11	17
Quincy University	Baccalaureate		22	22		18	27		63	53
	Post-Baccalaureate	7	8	14	4	6	9	121	94	83
Robert Morris College	Baccalaureate									
	Post-Baccalaureate									
Rockford College	Baccalaureate	30	21	21	254	297	336	235	211	243
	Post-Baccalaureate				10	19	33			73
Roosevelt University	Baccalaureate				15	10	11	118	113	137
	Post-Baccalaureate									
Rush University	Baccalaureate	104	97	91	40	52	65	257	279	324
	Post-Baccalaureate	17	14	16	40	50	51	200	189	178
Scholl Coll. of Podiatric Med.	Baccalaureate									
	Post-Baccalaureate							8	9	8
School of the Art Inst. Chicago	Baccalaureate							20	11	13
	Post-Baccalaureate									
Shimer College	Baccalaureate	2	2	8	253	298	360	7	4	5
	Post-Baccalaureate				143	157	173	35	25	24
St. Anthony College of Nursing	Baccalaureate									
	Post-Baccalaureate							4		1
St. Augustine College	Baccalaureate									
	Post-Baccalaureate							5	14	19
St. Francis Medical Center College of Nursing	Baccalaureate									
	Post-Baccalaureate									

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

	Degree Level	Social Sciences			Visual and Performing Arts			All Other		
		2000	2001	2002	2000	2001	2002	2000	2001	2002
Private, 4-Year Colleges and Universities	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate	23	26	19		9	14	109	104	144
St. Johns College	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
St. Sava Serb. Orth. Sch. Theo.	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
St. Xavier University	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Telshe Yeshiva	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
The Illinois Institute of Art-Chicago	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
The Illinois Institute of Art-Schaumburg	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Trinity Christian College	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Trinity College-Nursing	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Trinity International University	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
University of Chicago	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
University of St. Francis	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
VanderCook College of Music	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
West Suburban College of Nursing	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Westwood College of Technology-DuPage	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Westwood College of Technology-River Oaks	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
Wheaton College	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
All Private, 4-Year Colleges and Universities	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									
All Degree Levels	Baccalaureate									
	Baccalaureate									
	Pre-Baccalaureate									
	Baccalaureate									

Goal 1

Public University Baccalaureate Degree Recipients Either Employed or Enrolled in Further Education
Within One Year of Graduation

Graduation Year	Public University	Employed	Enrolled	Total	Total Respondents	Percent Employed or Enrolled
2000	Chicago State University	1,237	88	1,325	1,396	94.91 %
2000	Eastern Illinois University	839	67	906	950	95.37
2000	Governors State University	288	13	301	322	93.48
2000	Illinois State University	166	7	173	189	91.53
2000	Northeastern Illinois University	243	13	256	278	92.09
2000	Northern Illinois University	760	25	785	890	88.20
2000	SIU - Carbondale	522	14	536	569	94.20
2000	SIU - Edwardsville	515	46	561	587	95.57
2000	U of I - Chicago	606	39	645	674	95.70
2000	U of I - Springfield	239	8	247	261	94.64
2000	U of I - Urbana/Champaign	2,218	274	2,492	2,560	97.34
2000	Western Illinois University	892	55	947	1,003	94.42
	Total	8,525	649	9,174	9,679	94.78 %

Goal 1

Occupational Follow-Up Summary by College for Selected Programs, Community Colleges

Percent of Degree/Certificate Recipients Either Employed or Enrolled
In Further Education within One Year of Graduation by College

District/College	2000	2001	2002	Based on 2000-2002 3 Yr Average*	2-Year Difference
	Percent Employed/Enrolled in Further Education	Percent Employed/Enrolled in Further Education	Percent Employed/Enrolled in Further Education	Percent Employed/Enrolled in Further Education	Percent Employed/Enrolled in Further Education
Black Hawk	96.7%	93.3%	95.7%	95.6%	-1.0%
Chicago	(92.7%)	(86.9%)	(86.2%)	(88.8%)	(-6.5%)
Daley	83.3%	88.5%	81.5%	85.7%	-1.9%
Kennedy-King	91.7%	76.5%	67.7%	77.8%	-23.9%
Malcolm X	95.0%	100.0%	90.6%	92.9%	-4.4%
Olive-Harvey	85.0%	87.5%	100.0%	89.6%	15.0%
Truman	97.2%	93.3%	87.5%	94.0%	-9.7%
Washington	91.3%	92.9%	88.4%	90.5%	-2.9%
Wright	100.0%	72.7%	90.5%	90.1%	-9.5%
Danville	91.7%	86.4%	80.0%	86.9%	-11.7%
DuPage	94.2%	87.2%	95.9%	92.7%	1.7%
Elgin	98.4%	83.9%	95.4%	94.3%	-3.0%
Harper	88.9%	92.7%	98.1%	93.7%	9.2%
Heartland	100.0%	100.0%	100.0%	100.0%	0.0%
Highland	100.0%	100.0%	96.4%	97.6%	-3.6%
Illinois Central	93.3%	100.0%	95.2%	96.3%	1.8%
Illinois Eastern	(93.1%)	(94.9%)	(89.3%)	(92.9%)	(-3.8%)
Frontier	66.7%	100.0%	83.3%	81.5%	16.7%
Lincoln Trail	100.0%	92.1%	90.0%	92.3%	-10.0%
Olney Central	100.0%	100.0%	93.5%	96.1%	-6.5%
Wabash Valley	94.3%	100.0%	87.5%	93.5%	-6.8%
Illinois Valley	94.1%	93.3%	82.8%	88.5%	-11.4%
Joliet	96.6%	95.8%	87.5%	92.5%	-9.1%
Kankakee	91.3%	93.5%	92.1%	92.4%	0.8%
Kaskaskia	87.9%	100.0%	89.6%	91.2%	1.7%
Kishwaukee	100.0%	100.0%	87.1%	92.0%	-12.9%
Lake County	100.0%	91.5%	85.2%	89.9%	-14.8%
Lake Land	90.9%	90.6%	82.2%	86.9%	-8.7%
Lewis & Clark	100.0%	92.6%	80.3%	88.6%	-19.7%
Lincoln Land	91.2%	90.5%	95.5%	92.2%	4.3%
Logan	92.9%	94.4%	90.0%	92.6%	-2.9%
McHenry	94.7%	94.4%	94.4%	94.4%	-0.4%
Moraine Valley	96.2%	95.0%	94.4%	95.0%	-1.7%
Morton	82.1%	88.9%	92.0%	87.3%	9.9%
Oakton	89.5%	91.9%	93.3%	91.3%	3.9%
Parkland	89.7%	86.7%	93.2%	89.8%	3.6%
Prairie State	100.0%	77.1%	92.9%	88.6%	-7.1%
Rend Lake	94.7%	91.7%	85.7%	91.1%	-9.0%
Richland	100.0%	94.4%	100.0%	98.6%	0.0%
Rock Valley	100.0%	100.0%	88.6%	95.5%	-11.4%
Sandburg	100.0%	100.0%	94.9%	96.7%	-5.1%
Sauk Valley	100.0%	95.0%	91.2%	93.9%	-8.8%
Shawnee	100.0%	100.0%	100.0%	100.0%	0.0%
South Suburban	92.3%	91.3%	96.7%	94.6%	4.4%
Southeastern	90.9%	100.0%	86.4%	91.7%	-4.5%
Southwestern (Belleville)	94.7%	97.5%	87.8%	93.4%	-6.9%
Spoon River	80.0%	83.3%	100.0%	85.0%	20.0%
Triton	95.8%	85.4%	95.0%	92.6%	-0.8%
Waubensee	93.1%	96.6%	94.3%	94.3%	1.2%
Wood	<u>87.5%</u>	<u>90.0%</u>	<u>92.3%</u>	<u>89.7%</u>	<u>4.8%</u>
STATEWIDE AVERAGE	93.4%	92.1%	91.3%	92.1%	-2.0%

* Weighted Average
Designated Programs

Source: Occupational Follow-up Study

Goal 1

Percent of Degree/Certificate Recipients Either Employed or Enrolled In Further Education within One Year of Graduation by College

<u>Private Four-Year Colleges and Universities</u>	<u>Percent Employed or Enrolled within 1 Year of Graduation*</u>
Blackburn College	93%
Columbia College	88%
DePaul University	91%
Dominican University	88%
Elmhurst College	92%
Illinois College	90%
McKendree College	94%
Monmouth College	99%
North Central College	92%
Robert Morris College	96%
Saint Francis Medical Center College of Nursing	96%
Springfield College in Illinois	86%
West Suburban College of Nursing	95%

* Data represents various years and methodologies for data collection.

Goal 2

Annual Number of Public University Students Completing Requirements for Initial Teacher Certification

Public Universities	Early Childhood			Elementary			Secondary			Special Education			K-12			TOTAL		
	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
Chicago State University	22	27	20	91	85	84	73	51	54	35	35	34	-	-	-	221	198	192
Eastern Illinois University	58	41	29	319	264	261	789	652	622	107	114	83	-	-	-	1,273	1,071	995
Governors State University	35	36	35	116	128	110	20	21	15	59	45	52	-	-	-	230	230	212
Illinois State University	65	62	59	434	470	537	321	304	319	272	306	280	-	-	-	1,092	1,142	1,195
Northeastern Illinois University	25	28	50	146	184	191	91	127	104	137	109	92	-	-	-	399	448	437
Northern Illinois University	35	28	33	247	255	324	216	287	302	123	199	139	-	-	-	621	769	798
SIU - Carbondale	44	31	54	141	119	117	163	113	116	58	97	80	-	-	-	406	360	367
SIU - Edwardsville	25	33	37	158	188	153	118	126	125	65	60	52	-	-	-	366	407	367
U of I - Chicago	4	9	5	138	145	145	117	124	121	39	24	28	-	-	-	298	302	299
U of I - Springfield	-	-	-	63	45	32	24	13	26	-	-	-	-	-	-	87	58	58
U of I - Urbana/Champaign	28	26	31	114	145	146	142	161	166	13	22	20	114	95	107	411	449	470
Western Illinois University	31	25	21	182	188	190	73	63	73	60	66	69	39	44	42	385	386	395
All Public Universities	372	346	374	2,149	2,216	2,290	2,147	2,042	2,043	968	1,077	929	153	139	149	5,789	5,820	5,785

Source: 2003 Institutional Results Report Submissions

Goal 4

Completions by Race and Gender at Illinois Public Universities

Pre-Baccalaureate						
Public University	Demographics		2000	2001	2002	2-Year Percent Change
SIU - Carbondale	Race/Ethnicity	Black	7	6	1	-85.7
		Hispanic	4	1	2	-50.0
		White	188	104	62	-67.0
		All Other	15	9	5	-66.7
	Gender	Male	142	80	46	-67.6
		Female	72	40	24	-66.7
U of I - Urbana/Champaign	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	1	---
		White	16	8	10	-37.5
		All Other	2	2	1	-50.0
	Gender	Male	12	10	11	-8.3
		Female	6	0	1	-83.3

Baccalaureate						
Public University	Demographics		2000	2001	2002	2-Year Percent Change
Chicago State University	Race/Ethnicity	Black	757	705	646	-14.7
		Hispanic	37	29	37	0.0
		White	36	38	38	5.6
		All Other	14	15	16	14.3
	Gender	Male	207	207	207	0.0
		Female	637	580	530	-16.8
Eastern Illinois University	Race/Ethnicity	Black	111	95	125	12.6
		Hispanic	32	67	33	3.1
		White	2112	1966	1992	-5.7
		All Other	29	47	57	96.6
	Gender	Male	910	818	865	-4.9
		Female	1374	1357	1342	-2.3
Governors State University	Race/Ethnicity	Black	216	208	241	11.6
		Hispanic	23	46	29	26.1
		White	553	525	484	-12.5
		All Other	58	69	55	-5.2
	Gender	Male	283	260	265	-6.4
		Female	567	588	544	-4.1
Illinois State University	Race/Ethnicity	Black	246	250	243	-1.2
		Hispanic	79	84	80	1.3
		White	3648	3618	3756	3.0
		All Other	97	89	100	3.1
	Gender	Male	1658	1677	1695	2.2
		Female	2412	2364	2484	3.0
Northeastern Illinois University	Race/Ethnicity	Black	116	104	128	10.3
		Hispanic	210	195	243	15.7
		White	588	620	631	7.3
		All Other	125	160	158	26.4
	Gender	Male	377	359	442	17.2
		Female	662	720	718	8.5
Northern Illinois University	Race/Ethnicity	Black	215	225	254	18.1
		Hispanic	155	178	187	20.6
		White	2557	2675	2676	4.7
		All Other	350	338	371	6.0
	Gender	Male	1438	1473	1517	5.5
		Female	1839	1943	1971	7.2
SIU - Carbondale	Race/Ethnicity	Black	608	613	614	1.0
		Hispanic	104	139	138	32.7
		White	3277	3314	3151	-3.8
		All Other	440	543	773	75.7
	Gender	Male	2555	2769	2751	7.7
		Female	1874	1840	1925	2.7

Goal 4

Completions by Race and Gender at Illinois Public Universities

Public University	Demographics		2000	2001	2002	2-Year Percent Change
SIU - Edwardsville	Race/Ethnicity	Black	156	147	165	5.8
		Hispanic	20	24	18	-10.0
		White	1298	1527	1535	18.3
		All Other	65	58	47	-27.7
	Gender	Male	606	644	691	14.0
		Female	933	1112	1074	15.1
U of I - Chicago	Race/Ethnicity	Black	249	256	253	1.6
		Hispanic	438	438	495	13.0
		White	1407	1610	1560	10.9
		All Other	834	870	874	4.8
	Gender	Male	1310	1367	1391	6.2
		Female	1618	1807	1791	10.7
U of I - Springfield	Race/Ethnicity	Black	45	42	47	4.4
		Hispanic	10	6	7	-30.0
		White	575	529	546	-5.0
		All Other	16	20	13	-18.8
	Gender	Male	236	227	214	-9.3
		Female	410	370	399	-2.7
U of I - Urbana/Champaign	Race/Ethnicity	Black	329	375	393	19.5
		Hispanic	241	293	317	31.5
		White	4463	4497	4881	9.4
		All Other	1337	1085	1129	-15.6
	Gender	Male	3265	3230	3343	2.4
		Female	3105	3020	3377	8.8
Western Illinois University	Race/Ethnicity	Black	129	116	108	-16.3
		Hispanic	54	66	60	11.1
		White	1889	1861	1987	5.2
		All Other	121	121	130	7.4
	Gender	Male	1005	1043	1048	4.3
		Female	1188	1121	1237	4.1

Post-Baccalaureate						
Public University	Demographics		2000	2001	2002	2-Year Percent Change
Chicago State University	Race/Ethnicity	Black	159	201	176	10.7
		Hispanic	8	24	35	337.5
		White	65	90	120	84.6
		All Other	27	10	9	-66.7
	Gender	Male	71	110	102	43.7
		Female	188	215	238	26.6
Eastern Illinois University	Race/Ethnicity	Black	29	26	34	17.2
		Hispanic	2	2	5	150.0
		White	504	468	415	-17.7
		All Other	34	33	39	14.7
	Gender	Male	198	208	191	-3.5
		Female	371	321	302	-18.6
Governors State University	Race/Ethnicity	Black	158	217	171	8.2
		Hispanic	15	39	19	26.7
		White	374	411	343	-8.3
		All Other	40	46	59	47.5
	Gender	Male	160	177	169	5.6
		Female	427	536	423	-0.9
Illinois State University	Race/Ethnicity	Black	34	32	29	-14.7
		Hispanic	6	12	19	216.7
		White	583	571	551	-5.5
		All Other	89	92	104	16.9
	Gender	Male	280	277	250	-10.7
		Female	432	430	453	4.9

Goal 4

Completions by Race and Gender at Illinois Public Universities

Public University	Demographics		2000	2001	2002	2-Year Percent Change
Northeastern Illinois University	Race/Ethnicity	Black	48	47	55	14.6
		Hispanic	40	37	41	2.5
		White	398	377	351	-11.8
		All Other	60	57	50	-16.7
	Gender	Male	169	141	143	-15.4
		Female	377	377	354	-6.1
Northern Illinois University	Race/Ethnicity	Black	71	71	72	1.4
		Hispanic	37	59	49	32.4
		White	1081	1083	1251	15.7
		All Other	257	249	232	-9.7
	Gender	Male	570	607	618	8.4
		Female	876	855	986	12.6
SIU - Carbondale	Race/Ethnicity	Black	71	83	88	23.9
		Hispanic	8	13	11	37.5
		White	778	682	743	-4.5
		All Other	267	334	270	1.1
	Gender	Male	553	566	524	-5.2
		Female	571	546	588	3.0
SIU - Edwardsville	Race/Ethnicity	Black	45	30	42	-6.7
		Hispanic	4	7	12	200.0
		White	590	601	561	-4.9
		All Other	79	106	131	65.8
	Gender	Male	289	306	299	3.5
		Female	429	438	447	4.2
U of I - Chicago	Race/Ethnicity	Black	164	169	179	9.1
		Hispanic	131	128	150	14.5
		White	1115	1105	1070	-4.0
		All Other	927	976	987	6.5
	Gender	Male	1040	1012	1042	0.2
		Female	1297	1366	1344	3.6
U of I - Springfield	Race/Ethnicity	Black	17	33	26	52.9
		Hispanic	2	2	7	250.0
		White	258	288	291	12.8
		All Other	37	27	35	-5.4
	Gender	Male	117	108	153	30.8
		Female	197	242	206	4.6
U of I - Urbana/Champaign	Race/Ethnicity	Black	122	133	129	5.7
		Hispanic	80	85	106	32.5
		White	1693	1654	1734	2.4
		All Other	1278	1245	1402	9.7
	Gender	Male	1710	1669	1797	5.1
		Female	1463	1448	1574	7.6
Western Illinois University	Race/Ethnicity	Black	15	22	19	26.7
		Hispanic	6	7	10	66.7
		White	463	494	486	5.0
		All Other	145	150	131	-9.7
	Gender	Male	231	235	254	10.0
		Female	398	438	392	-1.5

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Pre-Baccalaureate						
Public Community College	Demographics		2000	2001	2002	2-Year Percent Change
Black Hawk College	Race/Ethnicity	Black	61	55	113	85.2
		Hispanic	42	26	63	50.0
		White	674	589	666	-1.2
		All Other	9	13	6	-33.3
	Gender	Male	324	282	390	20.4
Carl Sandburg College	Race/Ethnicity	Black	36	61	58	61.1
		Hispanic	13	21	20	53.8
		White	374	386	382	2.1
		All Other	7	2	6	-14.3
	Gender	Male	189	225	226	19.6
CCC - Harold Washington College	Race/Ethnicity	Black	456	1216	547	20.0
		Hispanic	305	441	313	2.6
		White	242	596	210	-13.2
		All Other	196	889	472	140.8
	Gender	Male	557	2213	853	53.1
CCC - Harry S Truman College	Race/Ethnicity	Black	297	220	207	-30.3
		Hispanic	180	133	179	-0.6
		White	194	132	221	13.9
		All Other	112	106	172	53.6
	Gender	Male	269	170	266	-1.1
CCC - Kennedy-King College	Race/Ethnicity	Black	728	817	705	-3.2
		Hispanic	48	44	43	-10.4
		White	43	33	31	-27.9
		All Other	17	19	9	-47.1
	Gender	Male	246	189	185	-24.8
CCC - Malcolm X College	Race/Ethnicity	Black	235	199	258	9.8
		Hispanic	37	38	44	18.9
		White	58	68	48	-17.2
		All Other	33	26	20	-39.4
	Gender	Male	120	124	110	-8.3
CCC - Olive-Harvey College	Race/Ethnicity	Black	243	207	260	7.0
		Hispanic	348	431	249	-28.4
		White	30	44	30	0.0
		All Other	2	8	1	-50.0
	Gender	Male	5	7	3	-40.0
CCC - Richard J. Daley College	Race/Ethnicity	Black	78	93	59	-24.4
		Hispanic	307	397	224	-27.0
		White	125	139	157	25.6
		All Other	275	206	317	15.3
	Gender	Male	146	136	153	4.8
CCC - Wilbur Wright College	Race/Ethnicity	Black	13	11	29	123.1
		Hispanic	189	157	212	12.2
		White	370	335	444	20.0
		All Other	36	112	119	230.6
	Gender	Male	150	290	329	119.3
College of DuPage	Race/Ethnicity	Black	229	282	304	32.8
		Hispanic	54	55	66	22.2
		White	169	263	255	50.9
		All Other	300	476	563	87.7
	Gender	Male	78	106	94	20.5
	Race/Ethnicity	Black	103	131	143	38.8
		Hispanic	2110	2122	2150	1.9
		White	279	347	332	19.0
		All Other	1005	917	976	-2.9
	Gender	Male	1565	1789	1743	11.4

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002	2-Year Percent Change
College of Lake County	Race/Ethnicity	Black	118	125	180	52.5
		Hispanic	120	123	186	55.0
		White	868	858	992	14.3
		All Other	79	81	100	26.6
	Gender	Male	408	430	598	46.6
		Female	777	757	860	10.7
Danville Area Community College	Race/Ethnicity	Black	12	12	11	-8.3
		Hispanic	0	5	5	---
		White	332	306	299	-9.9
		All Other	4	0	2	-50.0
	Gender	Male	112	119	102	-8.9
		Female	236	204	215	-8.9
Elgin Community College	Race/Ethnicity	Black	34	40	46	35.3
		Hispanic	81	97	170	109.9
		White	875	853	1191	36.1
		All Other	48	53	111	131.3
	Gender	Male	405	398	702	73.3
		Female	633	645	816	28.9
Heartland Community College	Race/Ethnicity	Black	25	34	38	52.0
		Hispanic	4	14	9	125.0
		White	353	373	476	34.8
		All Other	8	10	9	12.5
	Gender	Male	156	158	213	36.5
		Female	234	273	319	36.3
Highland Community College	Race/Ethnicity	Black	12	25	19	58.3
		Hispanic	1	2	1	0.0
		White	241	285	280	16.2
		All Other	4	1	5	25.0
	Gender	Male	110	123	120	9.1
		Female	148	190	185	25.0
Illinois Central College	Race/Ethnicity	Black	176	165	181	2.8
		Hispanic	47	30	34	-27.7
		White	1226	1352	1215	-0.9
		All Other	28	17	20	-28.6
	Gender	Male	684	712	671	-1.9
		Female	793	852	779	-1.8
Illinois Eastern - Frontier	Race/Ethnicity	Black	2	0	1	-50.0
		Hispanic	0	0	0	---
		White	186	159	220	18.3
		All Other	1	0	0	-100.0
	Gender	Male	52	37	58	11.5
		Female	137	122	163	19.0
Illinois Eastern - Lincoln Trail	Race/Ethnicity	Black	109	92	89	-18.3
		Hispanic	13	24	21	61.5
		White	335	285	305	-9.0
		All Other	3	8	2	-33.3
	Gender	Male	300	277	309	3.0
		Female	160	132	108	-32.5
Illinois Eastern - Olney Central	Race/Ethnicity	Black	3	4	5	66.7
		Hispanic	0	2	0	---
		White	256	474	454	77.3
		All Other	1	8	6	500.0
	Gender	Male	97	150	161	66.0
		Female	163	338	304	86.5
Illinois Eastern - Wabash Valley	Race/Ethnicity	Black	3	4	4	33.3
		Hispanic	1	2	1	0.0
		White	313	252	258	-17.6
		All Other	5	8	8	60.0
	Gender	Male	120	121	129	7.5
		Female	202	145	142	-29.7

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002	2-Year Percent Change
Illinois Valley Community College	Race/Ethnicity	Black	25	30	24	-4.0
		Hispanic	26	28	24	-7.7
		White	591	676	796	34.7
		All Other	8	16	15	87.5
	Gender	Male	230	337	410	78.3
John A. Logan College	Race/Ethnicity	Black	420	413	449	6.9
		Hispanic	35	44	32	-8.6
		White	8	14	9	12.5
		All Other	561	651	696	24.1
	Gender	Male	10	11	11	10.0
John Wood Community College	Race/Ethnicity	Black	189	314	311	64.6
		Hispanic	425	406	437	2.8
		White	9	11	18	100.0
		All Other	1	0	6	500.0
	Gender	Male	336	358	440	31.0
Joliet Junior College	Race/Ethnicity	Black	3	2	6	100.0
		Hispanic	126	139	179	42.1
		White	223	232	291	30.5
		All Other	9	22	17	88.9
	Gender	Male	318	349	349	9.7
Kankakee Community College	Race/Ethnicity	Black	560	592	597	6.6
		Hispanic	37	36	29	-21.6
		White	9	9	9	0.0
		All Other	371	373	279	-24.8
	Gender	Male	3	2	0	-100.0
Kaskaskia College	Race/Ethnicity	Black	119	113	103	-13.4
		Hispanic	301	307	214	-28.9
		White	53	107	132	149.1
		All Other	9	26	30	233.3
	Gender	Male	504	662	704	39.7
Kishwaukee College	Race/Ethnicity	Black	8	5	12	50.0
		Hispanic	221	406	452	104.5
		White	353	394	426	20.7
		All Other	44	33	49	11.4
	Gender	Male	36	36	35	-2.8
Lake Land College	Race/Ethnicity	Black	415	485	578	39.3
		Hispanic	14	17	16	14.3
		White	177	198	247	39.5
		All Other	332	373	431	29.8
	Gender	Male	327	270	294	10.1
Lewis & Clark Community College	Race/Ethnicity	Black	39	77	59	51.3
		Hispanic	950	947	974	2.5
		White	16	7	17	6.3
		All Other	742	825	782	5.4
	Gender	Male	530	476	562	6.0
Lincoln Land Community College	Race/Ethnicity	Black	45	55	51	13.3
		Hispanic	7	8	5	-28.6
		White	738	668	651	-11.8
		All Other	3	11	8	166.7
	Gender	Male	344	246	217	-36.9
	Race/Ethnicity	Black	449	496	498	10.9
		Hispanic	42	56	73	73.8
		White	10	6	12	20.0
		All Other	1058	1095	1292	22.1
	Gender	Male	17	20	19	11.8
	Gender	Male	504	518	598	18.7
		Female	623	659	798	28.1

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002	2-Year Percent Change
McHenry County College	Race/Ethnicity	Black	1	2	1	0.0
		Hispanic	28	28	34	21.4
		White	628	654	626	-0.3
		All Other	9	14	15	66.7
	Gender	Male	211	218	216	2.4
		Female	455	480	460	1.1
Moraine Valley Community College	Race/Ethnicity	Black	29	34	46	58.6
		Hispanic	62	49	63	1.6
		White	1107	1148	1141	3.1
		All Other	44	56	53	20.5
	Gender	Male	452	441	477	5.5
		Female	790	846	826	4.6
Morton College	Race/Ethnicity	Black	4	10	23	475.0
		Hispanic	126	144	190	50.8
		White	167	192	142	-15.0
		All Other	15	10	18	20.0
	Gender	Male	83	118	124	49.4
		Female	229	238	249	8.7
Oakton Community College	Race/Ethnicity	Black	31	39	36	16.1
		Hispanic	24	28	54	125.0
		White	469	494	526	12.2
		All Other	96	113	112	16.7
	Gender	Male	239	250	265	10.9
		Female	381	424	463	21.5
Parkland College	Race/Ethnicity	Black	56	50	56	0.0
		Hispanic	8	17	10	25.0
		White	693	688	681	-1.7
		All Other	61	60	75	23.0
	Gender	Male	313	291	309	-1.3
		Female	505	524	513	1.6
Prairie State College	Race/Ethnicity	Black	109	118	80	-26.6
		Hispanic	34	32	29	-14.7
		White	312	260	226	-27.6
		All Other	51	25	19	-62.7
	Gender	Male	166	162	118	-28.9
		Female	340	273	236	-30.6
Rend Lake College	Race/Ethnicity	Black	51	84	102	100.0
		Hispanic	7	14	21	200.0
		White	416	494	638	53.4
		All Other	4	3	5	25.0
	Gender	Male	229	327	417	82.1
		Female	249	268	349	40.2
Richland Community College	Race/Ethnicity	Black	34	57	77	126.5
		Hispanic	1	7	7	600.0
		White	276	362	391	41.7
		All Other	8	4	4	-50.0
	Gender	Male	110	131	166	50.9
		Female	209	299	313	49.8
Rock Valley College	Race/Ethnicity	Black	100	128	67	-33.0
		Hispanic	32	42	32	0.0
		White	932	976	837	-10.2
		All Other	22	25	26	18.2
	Gender	Male	404	412	372	-7.9
		Female	682	759	590	-13.5
Sauk Valley Community College	Race/Ethnicity	Black	1	3	5	400.0
		Hispanic	14	22	27	92.9
		White	328	388	409	24.7
		All Other	1	2	3	200.0
	Gender	Male	117	168	189	61.5
		Female	227	247	255	12.3

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002	2-Year Percent Change
Shawnee Community College	Race/Ethnicity	Black	33	27	10	-69.7
		Hispanic	1	3	1	0.0
		White	232	210	106	-54.3
		All Other	1	0	0	-100.0
	Gender	Male	66	73	33	-50.0
		Female	201	167	84	-58.2
South Suburban Coll. of Cook Co.	Race/Ethnicity	Black	247	372	449	81.8
		Hispanic	40	58	65	62.5
		White	380	466	395	3.9
		All Other	14	16	22	57.1
	Gender	Male	204	245	198	-2.9
		Female	477	667	733	53.7
Southeastern Illinois College	Race/Ethnicity	Black	205	230	249	21.5
		Hispanic	24	20	55	129.2
		White	450	467	476	5.8
		All Other	4	4	4	0.0
	Gender	Male	439	494	579	31.9
		Female	244	227	205	-16.0
Southwestern Illinois College	Race/Ethnicity	Black	163	149	258	58.3
		Hispanic	26	27	40	53.8
		White	1494	1569	1951	30.6
		All Other	21	24	48	128.6
	Gender	Male	794	808	1068	34.5
		Female	910	961	1229	35.1
Spoon River College	Race/Ethnicity	Black	4	4	5	25.0
		Hispanic	1	1	2	100.0
		White	240	224	270	12.5
		All Other	5	1	2	-60.0
	Gender	Male	108	109	147	36.1
		Female	142	121	132	-7.0
Triton College	Race/Ethnicity	Black	216	206	180	-16.7
		Hispanic	147	132	136	-7.5
		White	653	543	560	-14.2
		All Other	68	78	53	-22.1
	Gender	Male	434	420	376	-13.4
		Female	650	539	553	-14.9
Waubensee Community College	Race/Ethnicity	Black	34	69	50	47.1
		Hispanic	98	116	120	22.4
		White	654	645	603	-7.8
		All Other	20	12	14	-30.0
	Gender	Male	305	307	293	-3.9
		Female	501	535	494	-1.4
William Rainey Harper College	Race/Ethnicity	Black	28	27	30	7.1
		Hispanic	82	72	95	15.9
		White	1100	1100	958	-12.9
		All Other	163	129	258	58.3
	Gender	Male	526	439	518	-1.5
		Female	847	889	823	-2.8

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Pre-Baccalaureate						
Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
American Academy of Art	Race/Ethnicity	Black	2	4	2	0.0
		Hispanic	18	15	6	-66.7
	Gender	White	70	71	21	-70.0
		All Other	4	7	3	-25.0
		Male	47	68	22	-53.2
		Female	47	29	10	-78.7
Benedictine University	Race/Ethnicity	Black			2	---
		Hispanic			2	---
	Gender	White			11	---
		All Other			1	---
		Male			3	---
		Female			13	---
Christian Life College	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
	Gender	White	2	1	1	-50.0
		All Other	2	0	0	-100.0
		Male	3	1	0	-100.0
		Female	1	0	1	0.0
DeVry University-Illinois	Race/Ethnicity	Black	41	46	35	-14.6
		Hispanic	47	60	52	10.6
	Gender	White	41	29	112	173.2
		All Other	18	15	20	11.1
		Male	129	126	194	50.4
		Female	18	24	25	38.9
Dominican University	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
	Gender	White	4	2	3	-25.0
		All Other	0	0	0	---
		Male	0	0	0	---
		Female	4	2	3	-25.0
East-West University	Race/Ethnicity	Black	10	12	12	20.0
		Hispanic	0	0	1	---
	Gender	White	2	1	2	0.0
		All Other	6	2	1	-83.3
		Male	6	4	3	-50.0
		Female	12	11	13	8.3
Harrington College of Design	Race/Ethnicity	Black	3	1	0	-100.0
		Hispanic	5	5	8	60.0
	Gender	White	62	63	101	62.9
		All Other	8	6	14	75.0
		Male	10	11	13	30.0
		Female	68	64	110	61.8
Illinois Baptist College	Race/Ethnicity	Black			0	---
		Hispanic			0	---
	Gender	White			0	---
		All Other			1	---
		Male			1	---
		Female			0	---
International Acad. of Design & Tech.	Race/Ethnicity	Black	24	39	47	95.8
		Hispanic	15	46	58	286.7
	Gender	White	46	75	68	47.8
		All Other	5	9	12	140.0
		Male	39	76	94	141.0
		Female	51	93	91	78.4
ITT Tech. Inst. - Burr Ridge	Race/Ethnicity	Black		7	7	---
		Hispanic		13	25	---
	Gender	White		18	33	---
		All Other		10	7	---
		Male		41	67	---
		Female		7	5	---

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
ITT Tech. Inst. - Matteson	Race/Ethnicity	Black	38	37	31	-18.4
		Hispanic	8	13	10	25.0
		White	61	36	47	-23.0
		All Other	2	7	5	150.0
	Gender	Male	92	80	76	-17.4
		Female	17	13	17	0.0
ITT Tech. Inst. - Mount Prospect	Race/Ethnicity	Black	6	9	4	-33.3
		Hispanic	37	38	29	-21.6
		White	65	64	54	-16.9
		All Other	10	29	26	160.0
	Gender	Male	107	127	106	-0.9
		Female	11	13	7	-36.4
Kendall College	Race/Ethnicity	Black	4	4	4	0.0
		Hispanic	5	3	5	0.0
		White	55	58	35	-36.4
		All Other	6	17	4	-33.3
	Gender	Male	46	44	23	-50.0
		Female	24	38	25	4.2
Lewis University	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	2	---
		White	3	3	4	33.3
		All Other	1	0	0	-100.0
	Gender	Male	4	3	5	25.0
		Female	0	0	1	---
Lexington College	Race/Ethnicity	Black	1	6	3	200.0
		Hispanic	1	7	1	0.0
		White	4	2	5	25.0
		All Other	4	1	2	-50.0
	Gender	Male	0	0	0	---
		Female	10	16	11	10.0
Lincoln Christian College	Race/Ethnicity	Black	0	0	2	---
		Hispanic	0	0	0	---
		White	27	28	15	-44.4
		All Other	0	1	2	---
	Gender	Male	8	7	7	-12.5
		Female	19	22	12	-36.8
Lincoln College	Race/Ethnicity	Black	33	29	29	-12.1
		Hispanic	10	5	6	-40.0
		White	233	239	272	16.7
		All Other	9	7	12	33.3
	Gender	Male	117	124	141	20.5
		Female	168	156	178	6.0
MacMurray College	Race/Ethnicity	Black	0	2	0	---
		Hispanic	0	0	0	---
		White	2	2	2	0.0
		All Other	0	0	0	---
	Gender	Male	0	3	1	---
		Female	2	1	1	-50.0
Midstate College	Race/Ethnicity	Black	5	8	3	-40.0
		Hispanic	1	0	1	0.0
		White	54	21	44	-18.5
		All Other	0	0	1	---
	Gender	Male	5	5	14	180.0
		Female	55	24	35	-36.4
Moody Bible Institute	Race/Ethnicity	Black	2			-100.0
		Hispanic	0			---
		White	0			---
		All Other	0			---
	Gender	Male	2			-100.0
		Female	0			---

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
National University of Health Sciences	Race/Ethnicity	Black		0	3	---
		Hispanic		5	5	---
		White		9	67	---
		All Other		0	2	---
	Gender	Male		6	16	---
		Female		8	61	---
National-Louis University	Race/Ethnicity	Black	0		0	---
		Hispanic	0		0	---
		White	15		8	-46.7
		All Other	0		2	---
	Gender	Male	0		2	---
		Female	15		8	-46.7
Northwestern University	Race/Ethnicity	Black	2	1	1	-50.0
		Hispanic	1	0	2	100.0
		White	0	13	9	---
		All Other	2	7	3	50.0
	Gender	Male	1	6	2	100.0
		Female	4	15	13	225.0
Quincy University	Race/Ethnicity	Black			0	---
		Hispanic			0	---
		White			0	---
		All Other			1	---
	Gender	Male			1	---
		Female			0	---
Robert Morris College	Race/Ethnicity	Black	931	1007	1135	21.9
		Hispanic	638	716	884	38.6
		White	877	965	946	7.9
		All Other	109	212	221	102.8
	Gender	Male	721	970	1066	47.9
		Female	1834	1930	2120	15.6
St. Augustine College	Race/Ethnicity	Black	5	8	12	140.0
		Hispanic	150	149	158	5.3
		White	1	5	0	-100.0
		All Other	9	8	19	111.1
	Gender	Male	38	32	37	-2.6
		Female	127	138	152	19.7
St. Xavier University	Race/Ethnicity	Black			0	---
		Hispanic			0	---
		White			1	---
		All Other			0	---
	Gender	Male			0	---
		Female			1	---
The Illinois Institute of Art-Chicago	Race/Ethnicity	Black	3		10	233.3
		Hispanic	1		8	700.0
		White	15		36	140.0
		All Other	11		35	218.2
	Gender	Male	11		41	272.7
		Female	19		48	152.6
The Illinois Institute of Art-Schaumburg	Race/Ethnicity	Black	0	0	1	---
		Hispanic	2	2	2	0.0
		White	33	18	24	-27.3
		All Other	3	4	6	100.0
	Gender	Male	19	12	17	-10.5
		Female	19	12	16	-15.8
Trinity College-Nursing	Race/Ethnicity	Black	0	0	0	---
		Hispanic	1	0	0	-100.0
		White	19	24	18	-5.3
		All Other	0	1	0	---
	Gender	Male	0	1	1	---
		Female	20	24	17	-15.0

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics	2000	2001	2002	2-Year Percent Change
Westwood College of Technology-River Oaks	Race/Ethnicity				
	Black			22	---
	Hispanic			6	---
	White			9	---
	All Other			0	---
	Gender				
	Male			24	---
	Female			13	---

Baccalaureate							
							2-Year Percent Change
Private 4-Year College or University	Demographics		2000	2001	2002		
American Academy of Art	Race/Ethnicity	Black	2	2	2		0.0
		Hispanic	10	13	6		-40.0
		White	17	29	29		70.6
		All Other	6	4	5		-16.7
	Gender	Male	25	29	33		32.0
		Female	10	19	9		-10.0
Augustana College	Race/Ethnicity	Black	20	15	15		-25.0
		Hispanic	8	13	15		87.5
		White	476	453	454		-4.6
		All Other	21	15	9		-57.1
	Gender	Male	207	198	204		-1.4
		Female	318	298	289		-9.1
Aurora University	Race/Ethnicity	Black	22	39	56		154.5
		Hispanic	22	19	41		86.4
		White	251	287	281		12.0
		All Other	13	12	9		-30.8
	Gender	Male	130	121	166		27.7
		Female	178	236	221		24.2
Barat College	Race/Ethnicity	Black	17	8	11		-35.3
		Hispanic	7	9	14		100.0
		White	112	82	96		-14.3
		All Other	17	23	41		141.2
	Gender	Male	34	28	43		26.5
		Female	119	94	119		0.0
Benedictine University	Race/Ethnicity	Black	16	16	19		18.8
		Hispanic	13	17	16		23.1
		White	229	246	239		4.4
		All Other	63	91	117		85.7
	Gender	Male	113	134	139		23.0
		Female	208	236	252		21.2
Blackburn College	Race/Ethnicity	Black	3	4	7		133.3
		Hispanic	0	1	1		---
		White	99	100	69		-30.3
		All Other	12	11	9		-25.0
	Gender	Male	45	42	36		-20.0
		Female	69	74	50		-27.5
Blessing-Rieman College of Nursing	Race/Ethnicity	Black	0	0	0		---
		Hispanic	0	0	0		---
		White	21	23	27		28.6
		All Other	0	1	0		---
	Gender	Male	2	0	2		0.0
		Female	19	24	25		31.6
Bradley University	Race/Ethnicity	Black	33	37	41		24.2
		Hispanic	17	15	17		0.0
		White	908	944	1015		11.8
		All Other	87	93	102		17.2
	Gender	Male	461	493	505		9.5
		Female	584	596	670		14.7

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Brisk Rabbinical College	Race/Ethnicity	Black		0		---
		Hispanic		0		---
		White		1		---
		All Other		0		---
	Gender	Male		1		---
		Female		0		---
Chicago Baptist Institute	Race/Ethnicity	Black			9	---
		Hispanic			0	---
		White			0	---
		All Other			0	---
	Gender	Male			7	---
		Female			2	---
Christian Life College	Race/Ethnicity	Black	0	1	0	---
		Hispanic	0	1	2	---
		White	4	8	10	150.0
		All Other	1	2	1	0.0
	Gender	Male	3	11	8	166.7
		Female	2	1	5	150.0
Columbia College Chicago	Race/Ethnicity	Black	166	171	159	-4.2
		Hispanic	109	128	112	2.8
		White	753	757	802	6.5
		All Other	131	160	148	13.0
	Gender	Male	557	565	578	3.8
		Female	602	651	643	6.8
Concordia University	Race/Ethnicity	Black	27	20	23	-14.8
		Hispanic	10	9	7	-30.0
		White	210	169	165	-21.4
		All Other	31	33	76	145.2
	Gender	Male	92	74	75	-18.5
		Female	186	157	196	5.4
DePaul University	Race/Ethnicity	Black	214	237	187	-12.6
		Hispanic	251	90	233	-7.2
		White	1318	1350	1288	-2.3
		All Other	333	553	426	27.9
	Gender	Male	802	834	813	1.4
		Female	1314	1396	1321	0.5
DeVry University-Illinois	Race/Ethnicity	Black	112	111	175	56.3
		Hispanic	79	78	136	72.2
		White	154	143	613	298.1
		All Other	116	133	288	148.3
	Gender	Male	297	298	846	184.8
		Female	164	167	366	123.2
Dominican University	Race/Ethnicity	Black	19	10	15	-21.1
		Hispanic	18	24	32	77.8
		White	137	191	220	60.6
		All Other	13	8	9	-30.8
	Gender	Male	59	67	85	44.1
		Female	128	166	191	49.2
East-West University	Race/Ethnicity	Black	14	7	1	-92.9
		Hispanic	2	4	1	-50.0
		White	5	4	2	-60.0
		All Other	20	11	9	-55.0
	Gender	Male	27	17	10	-63.0
		Female	14	9	3	-78.6
Elmhurst College	Race/Ethnicity	Black	38	34	18	-52.6
		Hispanic	32	45	39	21.9
		White	514	485	429	-16.5
		All Other	75	94	133	77.3
	Gender	Male	215	230	213	-0.9
		Female	444	428	406	-8.6

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Eureka College	Race/Ethnicity	Black	6	2	1	-83.3
		Hispanic	2	1	0	-100.0
		White	76	90	104	36.8
		All Other	6	3	3	-50.0
	Gender	Male	36	47	43	19.4
		Female	54	49	65	20.4
Finch University of Health Sci/Chi. Med. Sch.	Race/Ethnicity	Black	1	0	0	-100.0
		Hispanic	0	0	0	---
		White	8	6	0	-100.0
		All Other	2	1	1	-50.0
	Gender	Male	0	0	0	---
		Female	11	7	1	-90.9
Greenville College	Race/Ethnicity	Black	9	21	16	77.8
		Hispanic	2	10	3	50.0
		White	260	244	269	3.5
		All Other	8	7	14	75.0
	Gender	Male	100	98	128	28.0
		Female	179	184	174	-2.8
Harrington College of Design	Race/Ethnicity	Black	0	1	0	---
		Hispanic	2	1	5	150.0
		White	30	37	37	23.3
		All Other	9	2	10	11.1
	Gender	Male	4	3	6	50.0
		Female	37	38	46	24.3
Hebrew Theological College	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
		White	27	25	17	-37.0
		All Other	0	0	0	---
	Gender	Male	14	11	8	-42.9
		Female	13	14	9	-30.8
Illinois Baptist College	Race/Ethnicity	Black			1	---
		Hispanic			0	---
		White			0	---
		All Other			0	---
	Gender	Male			1	---
		Female			0	---
Illinois College	Race/Ethnicity	Black	0	2	1	---
		Hispanic	0	1	0	---
		White	148	161	170	14.9
		All Other	4	2	4	0.0
	Gender	Male	56	66	75	33.9
		Female	96	100	100	4.2
Illinois College of Optometry	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	1	1	---
		White	26	2	3	-88.5
		All Other	8	3	5	-37.5
	Gender	Male	18	2	3	-83.3
		Female	16	4	6	-62.5
Illinois Institute of Technology	Race/Ethnicity	Black	26	19	22	-15.4
		Hispanic	21	11	19	-9.5
		White	135	158	191	41.5
		All Other	93	79	92	-1.1
	Gender	Male	203	204	242	19.2
		Female	72	63	82	13.9
Illinois Wesleyan University	Race/Ethnicity	Black	20	13	11	-45.0
		Hispanic	8	6	7	-12.5
		White	457	386	371	-18.8
		All Other	34	30	41	20.6
	Gender	Male	214	190	195	-8.9
		Female	305	245	235	-23.0

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
International Acad. of Design & Tech.	Race/Ethnicity	Black	21	19	31	47.6
		Hispanic	21	13	18	-14.3
		White	52	68	92	76.9
		All Other	9	7	9	0.0
		Gender	Male	10	11	24
		Female	93	96	126	35.5
ITT Tech. Inst. - Mount Prospect	Race/Ethnicity	Black	10	4	8	-20.0
		Hispanic	19	8	10	-47.4
		White	46	22	23	-50.0
		All Other	0	7	7	---
		Gender	Male	71	37	48
		Female	4	4	0	-100.0
Judson College	Race/Ethnicity	Black	10	15	9	-10.0
		Hispanic	17	16	6	-64.7
		White	232	248	242	4.3
		All Other	18	15	49	172.2
		Gender	Male	107	94	126
		Female	170	200	180	5.9
Kendall College	Race/Ethnicity	Black	8	8	11	37.5
		Hispanic	1	1	2	100.0
		White	23	33	25	8.7
		All Other	4	10	15	275.0
		Gender	Male	13	20	26
		Female	23	32	27	17.4
Knox College	Race/Ethnicity	Black	11	11	4	-63.6
		Hispanic	10	10	11	10.0
		White	192	210	178	-7.3
		All Other	45	82	77	71.1
		Gender	Male	130	138	109
		Female	128	175	161	25.8
Lake Forest College	Race/Ethnicity	Black	16	17	15	-6.3
		Hispanic	7	10	9	28.6
		White	212	226	189	-10.8
		All Other	34	42	31	-8.8
		Gender	Male	127	122	94
		Female	142	173	150	5.6
Lakeview College of Nursing	Race/Ethnicity	Black	3	0	2	-33.3
		Hispanic	0	1	1	---
		White	24	18	10	-58.3
		All Other	0	1	0	---
		Gender	Male	1	1	0
		Female	26	19	13	-50.0
Lewis University	Race/Ethnicity	Black	74	85	97	31.1
		Hispanic	32	45	40	25.0
		White	474	537	532	12.2
		All Other	39	58	55	41.0
		Gender	Male	251	279	294
		Female	368	446	430	16.8
Lincoln Christian College	Race/Ethnicity	Black	1	0	1	0.0
		Hispanic	0	1	3	---
		White	93	76	85	-8.6
		All Other	2	4	3	50.0
		Gender	Male	46	44	46
		Female	50	37	46	-8.0
Lincoln College	Race/Ethnicity	Black			0	---
		Hispanic			0	---
		White			1	---
		All Other			0	---
		Gender	Male			0
		Female			1	---

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Loyola University of Chicago	Race/Ethnicity	Black	79	62	62	-21.5
		Hispanic	104	100	122	17.3
		White	898	872	892	-0.7
		All Other	327	284	332	1.5
	Gender	Male	498	471	483	-3.0
		Female	910	847	925	1.6
MacMurray College	Race/Ethnicity	Black	6	8	7	16.7
		Hispanic	1	4	4	300.0
		White	115	106	105	-8.7
		All Other	1	3	1	0.0
	Gender	Male	40	57	47	17.5
		Female	83	64	70	-15.7
McKendree College	Race/Ethnicity	Black	39	56	62	59.0
		Hispanic	4	7	9	125.0
		White	453	433	443	-2.2
		All Other	11	9	14	27.3
	Gender	Male	185	183	182	-1.6
		Female	322	322	346	7.5
Midstate College	Race/Ethnicity	Black		0	0	---
		Hispanic		0	1	---
		White		1	5	---
		All Other		0	0	---
	Gender	Male		0	2	---
		Female		1	4	---
Midwestern University	Race/Ethnicity	Black	3	8	3	0.0
		Hispanic	7	4	3	-57.1
		White	111	105	103	-7.2
		All Other	46	39	60	30.4
	Gender	Male	52	42	49	-5.8
		Female	115	114	120	4.3
Millikin University	Race/Ethnicity	Black	26	29	37	42.3
		Hispanic	6	4	9	50.0
		White	376	405	427	13.6
		All Other	17	26	25	47.1
	Gender	Male	146	178	181	24.0
		Female	279	286	317	13.6
Monmouth College	Race/Ethnicity	Black	8	5	11	37.5
		Hispanic	4	4	4	0.0
		White	189	174	214	13.2
		All Other	17	9	5	-70.6
	Gender	Male	90	64	100	11.1
		Female	128	128	134	4.7
Moody Bible Institute	Race/Ethnicity	Black	6	3	4	-33.3
		Hispanic	4	8	7	75.0
		White	255	248	286	12.2
		All Other	30	37	23	-23.3
	Gender	Male	160	163	190	18.8
		Female	135	133	130	-3.7
NAES College	Race/Ethnicity	Black			0	---
		Hispanic			0	---
		White			0	---
		All Other			5	---
	Gender	Male			1	---
		Female			4	---
National University of Health Sciences	Race/Ethnicity	Black	2	6	2	0.0
		Hispanic	5	2	4	-20.0
		White	91	97	87	-4.4
		All Other	58	45	49	-15.5
	Gender	Male	97	102	92	-5.2
		Female	59	48	50	-15.3

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
National-Louis University	Race/Ethnicity	Black	289	151	306	5.9
		Hispanic	96	41	70	-27.1
		White	693	297	484	-30.2
		All Other	108	685	201	86.1
	Gender	Male	348	266	339	-2.6
		Female	838	908	722	-13.8
North Central College	Race/Ethnicity	Black	19	23	12	-36.8
		Hispanic	19	14	17	-10.5
		White	465	450	423	-9.0
		All Other	30	28	29	-3.3
	Gender	Male	212	203	200	-5.7
		Female	321	312	281	-12.5
North Park University	Race/Ethnicity	Black	20	31	28	40.0
		Hispanic	25	26	31	24.0
		White	222	203	199	-10.4
		All Other	74	51	40	-45.9
	Gender	Male	118	118	114	-3.4
		Female	223	193	184	-17.5
Northwestern University	Race/Ethnicity	Black	81	119	121	49.4
		Hispanic	56	66	83	48.2
		White	1378	1287	1298	-5.8
		All Other	492	529	476	-3.3
	Gender	Male	938	962	917	-2.2
		Female	1069	1039	1061	-0.7
Olivet Nazarene University	Race/Ethnicity	Black	24	23	39	62.5
		Hispanic	5	3	8	60.0
		White	313	328	346	10.5
		All Other	6	4	9	50.0
	Gender	Male	118	123	147	24.6
		Female	230	235	255	10.9
Principia College	Race/Ethnicity	Black		3	4	---
		Hispanic		1	2	---
		White		97	97	---
		All Other		20	21	---
	Gender	Male		64	48	---
		Female		57	76	---
Quincy University	Race/Ethnicity	Black	9	9	13	44.4
		Hispanic	4	2	2	-50.0
		White	218	164	192	-11.9
		All Other	17	14	10	-41.2
	Gender	Male	108	82	95	-12.0
		Female	140	107	122	-12.9
Robert Morris College	Race/Ethnicity	Black	215	237	286	33.0
		Hispanic	120	149	213	77.5
		White	166	180	212	27.7
		All Other	25	35	59	136.0
	Gender	Male	141	179	251	78.0
		Female	385	422	519	34.8
Rockford College	Race/Ethnicity	Black	16	14	10	-37.5
		Hispanic	11	5	8	-27.3
		White	193	181	231	19.7
		All Other	18	16	16	-11.1
	Gender	Male	66	55	69	4.5
		Female	172	161	196	14.0
Roosevelt University	Race/Ethnicity	Black	141	157	189	34.0
		Hispanic	58	75	86	48.3
		White	426	409	457	7.3
		All Other	138	167	159	15.2
	Gender	Male	272	276	315	15.8
		Female	491	532	576	17.3

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Rush University	Race/Ethnicity	Black	10	9	4	-60.0
		Hispanic	8	5	9	12.5
		White	54	56	41	-24.1
		All Other	22	7	8	-63.6
	Gender	Male	15	8	10	-33.3
		Female	79	69	52	-34.2
Scholl Coll. of Podiatric Med.	Race/Ethnicity	Black	2	1	0	-100.0
		Hispanic	0	0	1	---
		White	13	9	10	-23.1
		All Other	5	1	2	-60.0
	Gender	Male	10	8	10	0.0
		Female	10	3	3	-70.0
School of the Art Inst. Chicago	Race/Ethnicity	Black	5	4	9	80.0
		Hispanic	10	19	13	30.0
		White	192	218	259	34.9
		All Other	53	61	84	58.5
	Gender	Male	93	114	145	55.9
		Female	167	188	220	31.7
Shimer College	Race/Ethnicity	Black	1	0	1	0.0
		Hispanic	0	2	0	---
		White	18	14	13	-27.8
		All Other	1	0	2	100.0
	Gender	Male	7	5	7	0.0
		Female	13	11	9	-30.8
St. Anthony College of Nursing	Race/Ethnicity	Black	0	1	0	---
		Hispanic	3	1	1	-66.7
		White	29	26	27	-6.9
		All Other	1	2	0	-100.0
	Gender	Male	3	4	1	-66.7
		Female	30	26	27	-10.0
St. Augustine College	Race/Ethnicity	Black	0	0	2	---
		Hispanic	5	13	16	220.0
		White	0	0	0	---
		All Other	0	1	1	---
	Gender	Male	0	3	2	---
		Female	5	11	17	240.0
St. Francis Medical Center College of Nursing	Race/Ethnicity	Black	2	3	1	-50.0
		Hispanic	0	0	0	---
		White	47	60	53	12.8
		All Other	3	0	3	0.0
	Gender	Male	3	6	2	-33.3
		Female	49	57	55	12.2
St. Johns College	Race/Ethnicity	Black	1	2	0	-100.0
		Hispanic	0	0	3	---
		White	46	25	23	-50.0
		All Other	0	0	0	---
	Gender	Male	0	0	2	---
		Female	47	27	24	-48.9
St. Sava Serb. Orth. Sch. Theo.	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
		White	6	8	0	-100.0
		All Other	0	0	7	---
	Gender	Male	6	8	7	16.7
		Female	0	0	0	---
St. Xavier University	Race/Ethnicity	Black	64	59	86	34.4
		Hispanic	44	56	61	38.6
		White	361	328	398	10.2
		All Other	17	23	30	76.5
	Gender	Male	109	115	124	13.8
		Female	377	351	451	19.6

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Telshe Yeshiva	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
		White	2	3	6	200.0
		All Other	0	0	0	---
	Gender	Male	2	3	6	200.0
		Female	0	0	0	---
The Illinois Institute of Art-Chicago	Race/Ethnicity	Black	10		9	-10.0
		Hispanic	10		14	40.0
		White	47		60	27.7
		All Other	11		62	463.6
	Gender	Male	19		60	215.8
		Female	59		85	44.1
The Illinois Institute of Art-Schaumburg	Race/Ethnicity	Black	3	1	0	-100.0
		Hispanic	1	7	13	1200.0
		White	58	84	119	105.2
		All Other	4	15	13	225.0
	Gender	Male	33	64	83	151.5
		Female	33	43	62	87.9
Trinity Christian College	Race/Ethnicity	Black	7	1	5	-28.6
		Hispanic	1	5	5	400.0
		White	130	142	144	10.8
		All Other	11	5	7	-36.4
	Gender	Male	46	50	54	17.4
		Female	103	103	107	3.9
Trinity College-Nursing	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
		White	4	9	6	50.0
		All Other	0	1	0	---
	Gender	Male	0	0	0	---
		Female	4	10	6	50.0
Trinity International University	Race/Ethnicity	Black	11	13	20	81.8
		Hispanic	4	6	9	125.0
		White	133	109	164	23.3
		All Other	10	9	18	80.0
	Gender	Male	73	51	86	17.8
		Female	85	86	125	47.1
University of Chicago	Race/Ethnicity	Black	41	31	43	4.9
		Hispanic	63	50	66	4.8
		White	583	608	587	0.7
		All Other	269	300	252	-6.3
	Gender	Male	524	513	454	-13.4
		Female	432	476	494	14.4
University of St. Francis	Race/Ethnicity	Black	19	25	22	15.8
		Hispanic	15	40	11	-26.7
		White	931	863	717	-23.0
		All Other	79	8	157	98.7
	Gender	Male	154	131	135	-12.3
		Female	890	805	772	-13.3
VanderCook College of Music	Race/Ethnicity	Black	5	1	0	-100.0
		Hispanic	2	0	4	100.0
		White	5	5	8	60.0
		All Other	0	0	0	---
	Gender	Male	5	4	6	20.0
		Female	7	2	6	-14.3
West Suburban College of Nursing	Race/Ethnicity	Black	3	1	6	100.0
		Hispanic	0	3	2	---
		White	25	22	15	-40.0
		All Other	5	2	12	140.0
	Gender	Male	1	0	1	0.0
		Female	32	28	34	6.3

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Wheaton College	Race/Ethnicity	Black	10	5	6	-40.0
		Hispanic	11	21	13	18.2
		White	508	518	558	9.8
		All Other	43	40	32	-25.6
	Gender	Male	283	267	275	-2.8
		Female	289	317	334	15.6

Post-Baccalaureate						
Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Argosy University - Chicago	Race/Ethnicity	Black	17	15	10	-41.2
		Hispanic	10	7	2	-80.0
		White	135	159	58	-57.0
		All Other	10	35	15	50.0
	Gender	Male	58	62	19	-67.2
		Female	114	154	66	-42.1
Argosy University - Chicago Northwest	Race/Ethnicity	Black		3	3	---
		Hispanic		1	0	---
		White		59	54	---
		All Other		14	17	---
	Gender	Male		24	17	---
		Female		53	57	---
Aurora University	Race/Ethnicity	Black	36	24	29	-19.4
		Hispanic	12	23	20	66.7
		White	511	497	493	-3.5
		All Other	6	11	10	66.7
	Gender	Male	126	137	138	9.5
		Female	439	418	414	-5.7
Barat College	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
		White	14	8	6	-57.1
		All Other	0	2	8	---
	Gender	Male	0	3	5	---
		Female	14	7	9	-35.7
Benedictine University	Race/Ethnicity	Black	9	12	10	11.1
		Hispanic	6	6	11	83.3
		White	220	212	159	-27.7
		All Other	55	66	41	-25.5
	Gender	Male	110	117	75	-31.8
		Female	180	179	146	-18.9
Bradley University	Race/Ethnicity	Black	10	11	10	0.0
		Hispanic	1	3	1	0.0
		White	128	143	120	-6.3
		All Other	113	88	74	-34.5
	Gender	Male	150	143	118	-21.3
		Female	102	102	87	-14.7
Columbia College Chicago	Race/Ethnicity	Black	25	10	20	-20.0
		Hispanic	15	38	21	40.0
		White	68	76	65	-4.4
		All Other	16	10	13	-18.8
	Gender	Male	31	44	27	-12.9
		Female	93	90	92	-1.1
Concordia University	Race/Ethnicity	Black	37	37	10	-73.0
		Hispanic	2	4	2	0.0
		White	131	133	72	-45.0
		All Other	35	47	93	165.7
	Gender	Male	33	36	28	-15.2
		Female	172	185	149	-13.4

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
DePaul University	Race/Ethnicity	Black	161	161	153	-5.0
		Hispanic	91	225	96	5.5
		White	1733	1668	1592	-8.1
		All Other	359	323	464	29.2
	Gender	Male	1111	1145	1172	5.5
		Female	1233	1232	1133	-8.1
DeVry University-Illinois	Race/Ethnicity	Black			107	---
		Hispanic			10	---
		White			404	---
		All Other			97	---
	Gender	Male			346	---
		Female			272	---
Dominican University	Race/Ethnicity	Black	27	35	24	-11.1
		Hispanic	7	15	20	185.7
		White	222	260	274	23.4
		All Other	44	31	49	11.4
	Gender	Male	69	89	81	17.4
		Female	231	252	286	23.8
Elmhurst College	Race/Ethnicity	Black	2	4	3	50.0
		Hispanic	1	12	1	0.0
		White	40	29	36	-10.0
		All Other	2	9	12	500.0
	Gender	Male	19	15	22	15.8
		Female	26	39	30	15.4
Finch University of Health Sci/Chi. Med. Sch.	Race/Ethnicity	Black	15	24	21	40.0
		Hispanic	14	6	4	-71.4
		White	229	243	261	14.0
		All Other	103	122	130	26.2
	Gender	Male	186	183	211	13.4
		Female	175	212	205	17.1
Greenville College	Race/Ethnicity	Black		0	1	---
		Hispanic		0	0	---
		White		5	10	---
		All Other		0	1	---
	Gender	Male		2	8	---
		Female		3	4	---
Hebrew Theological College	Race/Ethnicity	Black	0			---
		Hispanic	0			---
		White	2			-100.0
		All Other	0			---
	Gender	Male	2			-100.0
		Female	0			---
Illinois College of Optometry	Race/Ethnicity	Black	0	2	1	---
		Hispanic	0	4	4	---
		White	105	110	87	-17.1
		All Other	44	43	65	47.7
	Gender	Male	68	69	73	7.4
		Female	81	90	84	3.7
Illinois Institute of Technology	Race/Ethnicity	Black	55	44	37	-32.7
		Hispanic	29	36	33	13.8
		White	544	546	511	-6.1
		All Other	491	542	679	38.3
	Gender	Male	759	753	818	7.8
		Female	360	415	442	22.8
Lake Forest College	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	1	0	---
		White	1	6	4	300.0
		All Other	0	0	0	---
	Gender	Male	1	2	2	100.0
		Female	0	5	2	---

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Lewis University	Race/Ethnicity	Black	25	30	36	44.0
		Hispanic	11	8	9	-18.2
		White	194	210	211	8.8
		All Other	12	5	14	16.7
	Gender	Male	108	104	125	15.7
		Female	134	149	145	8.2
Lincoln Christian College	Race/Ethnicity	Black	3	0	0	-100.0
		Hispanic	0	0	0	---
		White	39	32	45	15.4
		All Other	8	5	6	-25.0
	Gender	Male	37	25	38	2.7
		Female	13	12	13	0.0
Loyola University of Chicago	Race/Ethnicity	Black	142	130	150	5.6
		Hispanic	62	65	62	0.0
		White	1185	1037	1073	-9.5
		All Other	418	401	384	-8.1
	Gender	Male	740	574	641	-13.4
		Female	1067	1059	1028	-3.7
Midwest College of Oriental Medicine	Race/Ethnicity	Black		0		---
		Hispanic		0		---
		White		19		---
		All Other		12		---
	Gender	Male		8		---
		Female		23		---
Midwestern University	Race/Ethnicity	Black	4	12	17	325.0
		Hispanic	10	10	9	-10.0
		White	223	231	222	-0.4
		All Other	69	81	114	65.2
	Gender	Male	158	127	144	-8.9
		Female	148	207	218	47.3
Millikin University	Race/Ethnicity	Black		0	2	---
		Hispanic		0	0	---
		White		27	19	---
		All Other		0	2	---
	Gender	Male		23	16	---
		Female		4	7	---
Moody Bible Institute	Race/Ethnicity	Black	2	1	4	100.0
		Hispanic	0	0	1	---
		White	16	19	29	81.3
		All Other	9	5	10	11.1
	Gender	Male	21	13	26	23.8
		Female	6	12	18	200.0
National University of Health Sciences	Race/Ethnicity	Black	1	4	3	200.0
		Hispanic	3	3	5	66.7
		White	127	136	125	-1.6
		All Other	87	96	55	-36.8
	Gender	Male	157	155	127	-19.1
		Female	61	84	61	0.0
National-Louis University	Race/Ethnicity	Black	364	193	380	4.4
		Hispanic	67	24	66	-1.5
		White	1405	595	1594	13.5
		All Other	72	1073	121	68.1
	Gender	Male	387	490	497	28.4
		Female	1521	1395	1664	9.4
North Central College	Race/Ethnicity	Black	5	3	2	-60.0
		Hispanic	2	1	1	-50.0
		White	98	94	100	2.0
		All Other	12	4	8	-33.3
	Gender	Male	57	46	48	-15.8
		Female	60	56	63	5.0

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
North Park University	Race/Ethnicity	Black	11	11	19	72.7
		Hispanic	2	6	3	50.0
		White	90	104	123	36.7
		All Other	29	43	71	144.8
	Gender	Male	39	54	65	66.7
		Female	93	110	151	62.4
Northwestern University	Race/Ethnicity	Black	110	110	131	19.1
		Hispanic	67	70	78	16.4
		White	1611	1605	1801	11.8
		All Other	1138	1331	1344	18.1
	Gender	Male	1730	1801	1966	13.6
		Female	1196	1315	1388	16.1
Olivet Nazarene University	Race/Ethnicity	Black	69	65	70	1.4
		Hispanic	2	10	6	200.0
		White	167	118	420	151.5
		All Other	12	8	11	-8.3
	Gender	Male	78	60	135	73.1
		Female	172	141	372	116.3
Quincy University	Race/Ethnicity	Black	0	0	0	---
		Hispanic	0	0	0	---
		White	32	28	24	-25.0
		All Other	70	58	33	-52.9
	Gender	Male	48	47	27	-43.8
		Female	54	39	30	-44.4
Rockford College	Race/Ethnicity	Black	0	1	1	---
		Hispanic	0	5	2	---
		White	119	118	110	-7.6
		All Other	3	1	1	-66.7
	Gender	Male	25	33	29	16.0
		Female	97	92	85	-12.4
Roosevelt University	Race/Ethnicity	Black	146	194	197	34.9
		Hispanic	22	37	43	95.5
		White	387	419	428	10.6
		All Other	168	203	231	37.5
	Gender	Male	272	323	325	19.5
		Female	451	530	574	27.3
Rush University	Race/Ethnicity	Black	13	12	17	30.8
		Hispanic	5	7	6	20.0
		White	219	199	208	-5.0
		All Other	34	50	51	50.0
	Gender	Male	79	89	100	26.6
		Female	192	179	182	-5.2
Scholl Coll. of Podiatric Med.	Race/Ethnicity	Black	5	3	1	-80.0
		Hispanic	1	0	1	0.0
		White	62	70	48	-22.6
		All Other	14	15	11	-21.4
	Gender	Male	56	53	44	-21.4
		Female	26	35	17	-34.6
School of the Art Inst. Chicago	Race/Ethnicity	Black	6	16	6	0.0
		Hispanic	10	8	10	0.0
		White	144	114	154	6.9
		All Other	55	61	55	0.0
	Gender	Male	66	69	57	-13.6
		Female	149	130	168	12.8
St. Xavier University	Race/Ethnicity	Black	41	38	54	31.7
		Hispanic	7	14	16	128.6
		White	407	498	608	49.4
		All Other	36	39	73	102.8
	Gender	Male	80	104	124	55.0
		Female	411	485	627	52.6

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002	2-Year Percent Change
Telshe Yeshiva	Race/Ethnicity	Black			0	---
		Hispanic			0	---
		White			1	---
		All Other			0	---
	Gender	Male			1	---
		Female			0	---
Trinity International University	Race/Ethnicity	Black	10	9	14	40.0
		Hispanic	6	2	2	-66.7
		White	174	201	195	12.1
		All Other	114	53	79	-30.7
	Gender	Male	224	210	219	-2.2
		Female	80	55	71	-11.3
University of Chicago	Race/Ethnicity	Black	118	110	148	25.4
		Hispanic	76	83	109	43.4
		White	1801	1747	1720	-4.5
		All Other	809	819	990	22.4
	Gender	Male	1743	1732	1852	6.3
		Female	1061	1027	1115	5.1
University of St. Francis	Race/Ethnicity	Black	1	7	11	1000.0
		Hispanic	1	3	4	300.0
		White	365	385	331	-9.3
		All Other	3	2	38	1166.7
	Gender	Male	66	85	78	18.2
		Female	304	312	306	0.7
VanderCook College of Music	Race/Ethnicity	Black	1	2	4	300.0
		Hispanic	1	0	0	-100.0
		White	43	45	49	14.0
		All Other	0	2	2	---
	Gender	Male	15	21	28	86.7
		Female	30	28	27	-10.0
Wheaton College	Race/Ethnicity	Black	2	6	2	0.0
		Hispanic	2	3	9	350.0
		White	123	129	149	21.1
		All Other	16	31	37	131.3
	Gender	Male	62	95	112	80.6
		Female	81	74	85	4.9

Goal 5

Illinois Community College System Pass Rates on Selected Professional/Occupational Licensure Exams By College and Exam for Fiscal Year 2002

Dist. No.	College	NCLEX RN/ADN	Dental Hygiene	Radiologic Technology	EMT
501	Kaskaskia	84.0%	----	91.0%	----
502	DuPage	92.0%	----	91.0%	----
503	Black Hawk				
504	Triton	95.0%	----	----	----
505	Parkland	100.0%	92.9%	100.0%	100.0%
506	Sauk Valley	100.0%	----	100.0%	----
507	Danville Area College				
508.01	Chicago Kennedy-King				
508.02	Chicago Washington				
508.03	Chicago Malcolm X	100.0% #	----	89.0%	----
508.04	Chicago Truman	96.0%	----	----	----
508.05	Chicago Olive-Harvey	100.0%	----	----	----
508.06	Chicago Daley	89.0%	----	----	----
508.07	Chicago Wright	----	----	----	----
509	Elgin*	85.0%	----	----	----
510	South Suburban				
511	Rock Valley	----	100.0%	----	----
512	Harper				
513	Illinois Valley	90.0%	----	----	----
514	Illinois Central	89.0%	94.0%	87.0%	----
515	Prairie State	82.0% #	99.0%	----	----
516	Waubensee	89.7%	----	----	----
517	Lake Land	97.0%	100.0%	----	----
518	Sandburg				
519	Highland	83.0%	----	----	----
520	Kankakee	84.0%	----	88.0%	----
521	Rend Lake	84.0%	----	----	----
522	Southwestern	87.0%	----	88.0%	74.0%
523	Kishwaukee	94.0%	----	80.0%	97.0%
524	Moraine Valley	91.0%	----	75.0%	100.0%
525	Joliet	76.1%	----	----	----
526	Lincoln Land	95.0% #	----	----	----
527	Morton	82.0% #	----	----	99.0%
528	McHenry*	----	----	----	----
529	Illinois Eastern	92.0%	----	77.0%	----
530	Logan				
531	Shawnee				
532	Lake County				
533	Southeastern	75.0%	----	----	----
534	Spoon River				
535	Oakton				
536	Lewis & Clark				
537	Richland				
539	Wood	82.0%	----	----	----
540	Heartland	95.0%	----	----	81.0%
	IL CC Average Pass %	89.6%	97.2%	87.8%	91.8%
	State Average	88.0%	----	82.0%	----
	National Average	87.0%	87.0%	88.4%	72.0%

*Elgin Community College provides RN training for McHenry County College residents through a cooperative agreement.
Nursing

Goal 6

Cost Per Credit Hour as a Percent of Total Costs at Illinois Public Universities Using FY2002 Dollars

	Instruction			Academic & Student Support			Institutional Support			O&M Physical Plant			Total Cost Per Credit Hour (in FY02 dollars)		
	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02
Chicago State University	46.7%	43.7%	45.2%	12.6%	15.1%	16.9%	23.1%	22.3%	19.7%	11.1%	12.0%	11.2%	\$ 311.15	\$ 341.25	\$ 332.44
Eastern Illinois University	57.0	56.9	55.4	11.2	11.6	12.0	12.9	13.3	14.3	13.8	13.0	12.6	236.15	253.47	263.38
Governors State University	50.8	50.0	49.5	11.7	12.1	12.5	19.3	18.7	20.2	12.8	13.3	12.0	309.49	307.98	331.12
Illinois State University	55.2	54.8	54.4	14.9	14.3	13.8	12.4	13.3	15.4	15.2	14.5	13.2	241.62	239.48	240.92
Northeastern Illinois University	50.0	48.8	49.1	12.9	12.1	11.5	14.1	14.8	16.2	15.2	16.6	15.2	257.08	261.68	265.84
Northern Illinois University	53.8	56.4	57.2	13.8	12.8	12.6	17.0	15.9	15.6	11.1	10.4	10.1	259.87	263.42	257.95
SIU - Carbondale	55.9	56.2	58.2	14.4	14.4	13.5	12.0	11.7	10.5	14.3	13.5	13.6	272.42	275.55	277.06
SIU - Edwardsville	52.6	53.3	53.0	11.1	11.3	10.7	14.1	13.7	14.5	17.0	16.6	16.8	264.08	254.30	267.94
U of I - Chicago	65.9	65.5	67.8	7.4	6.1	6.1	8.7	10.5	10.1	16.8	16.8	14.8	306.68	304.50	315.96
U of I - Springfield	50.5	49.6	50.4	11.8	11.6	11.7	10.9	12.0	14.5	18.6	18.6	14.9	335.98	345.75	329.38
U of I - Urbana/Champaign	66.4	65.1	66.7	7.8	7.4	7.8	6.9	8.9	9.3	16.5	16.4	14.1	319.32	313.47	327.11
Western Illinois University	57.1	55.6	57.1	12.6	12.4	12.9	10.6	10.6	10.5	11.5	12.0	11.4	230.46	234.96	236.39

Source: IBHE Discipline Unit Cost Study

Note: The data reported reflect the actual cost per credit and distribution of costs by cost assignment area at each public university reported through the annual IBHE Academic Discipline Unit Cost Study. While the data collected through this study provide an accurate depiction of these costs at each individual university, they do not control for the significant differences in academic program and student mix and overall enrollment levels among institutions, which have a direct impact on these inter-institutional cost variances. For a more thorough treatment of this topic, the reader should review the annual Comparative Cost Studies at <http://www.ibhe.org/Data%20Bank/downloads.htm#CostStudies>.

Goal 6

Net Instructional Unit Costs at Public Community Colleges

	2000							
	TOTAL	TOTAL	Instruction		Support		O&M	
	FY02 \$	COST	\$	%	\$	%	\$	%
Black Hawk	210.38	197.13	72.18	36.6%	104.22	52.9%	20.73	10.5%
Chicago **	182.20	170.72	47.39	27.8%	98.71	57.8%	24.62	14.4%
Danville	265.60	248.87	93.04	37.4%	114.43	46.0%	41.41	16.6%
DuPage	190.62	178.61	88.64	49.6%	69.66	39.0%	20.31	11.4%
Elgin	DNS	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Harper	245.64	230.16	86.11	37.4%	115.77	50.3%	28.28	12.3%
Heartland	221.26	207.32	76.01	36.7%	98.74	47.6%	32.56	15.7%
Highland	216.47	202.83	96.02	47.3%	83.28	41.1%	23.53	11.6%
Illinois Central	NA	NA	NA	NA	NA	NA	NA	NA
Illinois Eastern	145.84	136.65	64.65	47.3%	56.04	41.0%	15.96	11.7%
Illinois Valley	205.01	192.09	75.23	39.2%	65.70	34.2%	51.18	26.6%
Joliet	216.30	202.67	98.43	48.6%	79.40	39.2%	24.85	12.3%
Kankakee	194.62	182.36	80.15	44.0%	83.24	45.6%	18.97	10.4%
Kaskaskia	179.00	167.72	62.95	37.5%	86.62	51.6%	18.14	10.8%
Kishwaukee	212.61	199.22	87.54	43.9%	88.29	44.3%	23.39	11.7%
Lake County	262.89	246.33	102.05	41.4%	116.37	47.2%	27.90	11.3%
Lake Land	141.37	132.46	58.49	44.2%	57.70	43.6%	16.27	12.3%
Lewis & Clark	185.90	174.19	74.35	42.7%	73.00	41.9%	26.85	15.4%
Lincoln Land	227.66	213.32	93.36	43.8%	90.83	42.6%	29.13	13.7%
Logan	199.03	186.49	79.18	42.5%	87.01	46.7%	20.30	10.9%
McHenry	218.66	204.88	89.19	43.5%	97.48	47.6%	18.20	8.9%
Moraine Valley	204.22	191.35	92.05	48.1%	79.17	41.4%	20.13	10.5%
Morton	182.59	171.09	73.56	43.0%	69.45	40.6%	28.08	16.4%
Oakton	201.02	188.36	111.72	59.3%	57.78	30.7%	18.86	10.0%
Parkland	224.75	210.59	84.99	40.4%	99.54	47.3%	26.06	12.4%
Prairie State	240.18	225.05	92.88	41.3%	101.96	45.3%	30.21	13.4%
Rend Lake	164.57	154.20	78.40	50.8%	73.94	48.0%	1.87	1.2%
Richland	260.43	244.02	100.64	41.2%	125.35	51.4%	18.02	7.4%
Rock Valley	179.31	168.01	88.89	52.9%	62.72	37.3%	16.40	9.8%
Sandburg	235.89	221.03	101.53	45.9%	96.29	43.6%	23.21	10.5%
Sauk Valley	231.55	216.96	88.15	40.6%	103.30	47.6%	25.51	11.8%
Shawnee	185.50	173.81	62.71	36.1%	111.11	63.9%	-	0.0%
South Suburban	226.41	212.15	87.29	41.1%	79.59	37.5%	45.27	21.3%
Southeastern	195.30	183.00	87.93	48.0%	73.17	40.0%	21.91	12.0%
Southwestern IL (Belleville)	189.80	177.84	69.19	38.9%	83.29	46.8%	25.35	14.3%
Spoon River	235.97	221.10	96.76	43.8%	97.89	44.3%	26.46	12.0%
Triton	177.08	165.92	70.95	42.8%	71.13	42.9%	23.85	14.4%
Waubonsee	208.03	194.92	65.49	33.6%	129.44	66.4%	-	0.0%
Wood	209.72	196.51	82.25	41.9%	101.73	51.8%	12.53	6.4%

N/A - Not Available for Publication

DNS - Did Not Submit

Source: Illinois Community College Board

Goal 6

Net Instructional Unit Costs at Public Community Colleges

	2001							
	TOTAL	TOTAL	Instruction		Support		O&M	
	FY02\$		\$	%	\$	%	\$	%
Black Hawk	204.14	200.47	74.71	37.3%	102.33	51.0%	23.44	11.7%
Chicago **	175.53	172.37	47.56	27.6%	102.11	59.2%	22.70	13.2%
Danville	260.01	255.33	98.29	38.5%	117.86	46.2%	39.17	15.3%
DuPage	190.32	186.89	93.02	49.8%	71.86	38.5%	22.00	11.8%
Elgin	226.19	222.12	99.80	44.9%	122.32	55.1%	-	0.0%
Harper	258.82	254.16	91.02	35.8%	131.73	51.8%	31.41	12.4%
Heartland	210.23	206.45	90.38	43.8%	84.06	40.7%	32.00	15.5%
Highland	199.77	196.17	92.68	47.2%	78.76	40.1%	24.72	12.6%
Illinois Central	210.43	206.64	98.42	47.6%	79.21	38.3%	29.01	14.0%
Illinois Eastern	146.38	143.75	66.53	46.3%	60.62	42.2%	16.60	11.5%
Illinois Valley	231.76	227.59	84.36	37.1%	72.80	32.0%	70.43	30.9%
Joliet	208.78	205.02	99.92	48.7%	78.15	38.1%	26.94	13.1%
Kankakee	180.94	177.68	85.32	48.0%	70.34	39.6%	22.02	12.4%
Kaskaskia	194.86	191.35	73.85	38.6%	97.19	50.8%	20.31	10.6%
Kishwaukee	195.75	192.23	86.43	45.0%	81.34	42.3%	24.47	12.7%
Lake County	267.83	263.01	104.97	39.9%	125.55	47.7%	32.49	12.4%
Lake Land	155.89	153.08	66.79	43.6%	68.25	44.6%	18.04	11.8%
Lewis & Clark	178.32	175.11	67.26	38.4%	77.35	44.2%	30.50	17.4%
Lincoln Land	211.98	208.16	100.78	48.4%	73.35	35.2%	34.03	16.3%
Logan	188.56	185.17	79.26	42.8%	85.56	46.2%	20.35	11.0%
McHenry	237.60	233.32	90.48	38.8%	123.24	52.8%	19.59	8.4%
Moraine Valley	177.76	174.56	82.75	47.4%	71.44	40.9%	20.37	11.7%
Morton	176.27	173.10	74.15	42.8%	71.40	41.2%	27.54	15.9%
Oakton	190.57	187.14	109.68	58.6%	57.86	30.9%	19.60	10.5%
Parkland	230.34	226.19	85.91	38.0%	113.41	50.1%	26.88	11.9%
Prairie State	203.28	199.62	83.50	41.8%	80.89	40.5%	35.24	17.7%
Rend Lake	195.64	192.12	94.86	49.4%	71.68	37.3%	25.60	13.3%
Richland	249.86	245.36	110.57	45.1%	117.72	48.0%	17.07	7.0%
Rock Valley	201.85	198.22	96.35	48.6%	52.35	26.4%	49.52	25.0%
Sandburg	213.74	209.89	86.68	41.3%	104.53	49.8%	18.67	8.9%
Sauk Valley	249.95	245.45	90.95	37.1%	122.98	50.1%	31.52	12.8%
Shawnee	189.91	186.49	71.45	38.3%	115.04	61.7%	-	0.0%
South Suburban	223.38	219.36	86.35	39.4%	84.89	38.7%	48.11	21.9%
Southeastern	201.04	197.42	92.79	47.0%	78.98	40.0%	25.65	13.0%
Southwestern IL (Belleville)	186.18	182.83	72.16	39.5%	80.86	44.2%	29.82	16.3%
Spoon River	227.75	223.65	87.50	39.1%	106.26	47.5%	29.89	13.4%
Triton	170.39	167.32	69.81	41.7%	71.02	42.4%	26.50	15.8%
Waubensee	191.00	187.56	63.25	33.7%	124.31	66.3%	-	0.0%
Wood	230.78	226.63	87.97	38.8%	124.21	54.8%	14.44	6.4%

N/A - Not Available for Publication

DNS - Did Not Submit

Source: Illinois Community College Board

Goal 6

Net Instructional Unit Costs at Public Community Colleges

	2002						
	TOTAL	Instruction		Support		O&M	
		\$	%	\$	%	\$	%
Black Hawk	184.37	69.25	37.6%	91.56	49.7%	23.56	12.8%
Chicago **	189.70	48.97	25.8%	114.64	60.4%	26.09	13.8%
Danville	247.36	90.32	36.5%	105.46	42.6%	51.57	20.8%
DuPage	185.98	96.28	51.8%	70.25	37.8%	19.44	10.5%
Elgin	237.05	100.83	42.5%	136.22	57.5%	-	0.0%
Harper	249.80	89.71	35.9%	129.73	51.9%	30.36	12.2%
Heartland	176.82	75.31	42.6%	73.13	41.4%	28.38	16.0%
Highland	208.00	99.91	48.0%	74.10	35.6%	33.98	16.3%
Illinois Central	208.21	103.01	49.5%	77.59	37.3%	27.60	13.3%
Illinois Eastern	143.85	67.17	46.7%	62.19	43.2%	14.49	10.1%
Illinois Valley	237.09	89.81	37.9%	89.90	37.9%	57.39	24.2%
Joliet	211.38	101.08	47.8%	83.60	39.6%	26.70	12.6%
Kankakee	182.03	88.29	48.5%	72.65	39.9%	21.09	11.6%
Kaskaskia	172.40	72.99	42.3%	82.61	47.9%	16.80	9.7%
Kishwaukee	192.60	86.78	45.1%	81.06	42.1%	24.76	12.9%
Lake County	272.69	114.49	42.0%	128.06	47.0%	30.14	11.1%
Lake Land	159.10	67.68	42.5%	73.91	46.5%	17.50	11.0%
Lewis & Clark	190.43	70.00	36.8%	85.58	44.9%	34.84	18.3%
Lincoln Land	218.08	96.07	44.1%	81.72	37.5%	40.28	18.5%
Logan	193.06	80.45	41.7%	91.15	47.2%	21.45	11.1%
McHenry	227.12	94.22	41.5%	106.07	46.7%	26.82	11.8%
Moraine Valley	183.65	73.41	40.0%	88.99	48.5%	21.25	11.6%
Morton	165.42	72.42	43.8%	67.54	40.8%	25.46	15.4%
Oakton	170.57	101.14	59.3%	52.32	30.7%	17.11	10.0%
Parkland	221.41	85.71	38.7%	108.77	49.1%	26.93	12.2%
Prairie State	210.29	83.91	39.9%	96.64	46.0%	29.74	14.1%
Rend Lake	163.33	96.45	59.1%	43.49	26.6%	23.40	14.3%
Richland	244.78	104.10	42.5%	124.08	50.7%	16.61	6.8%
Rock Valley	236.53	85.80	36.3%	69.78	29.5%	80.95	34.2%
Sandburg	232.87	110.05	47.3%	104.68	45.0%	18.13	7.8%
Sauk Valley	250.05	91.11	36.4%	135.00	54.0%	23.94	9.6%
Shawnee	179.68	68.00	37.8%	111.68	62.2%	-	0.0%
South Suburban	172.58	82.30	47.7%	69.97	40.5%	20.31	11.8%
Southeastern	199.01	93.39	46.9%	79.64	40.0%	25.98	13.1%
Southwestern IL (Belleville)	175.63	73.53	41.9%	81.61	46.5%	20.49	11.7%
Spoon River	219.49	86.91	39.6%	106.99	48.7%	25.60	11.7%
Triton	177.39	67.49	38.0%	84.02	47.4%	25.88	14.6%
Waubonsee	187.39	68.27	36.4%	119.12	63.6%	-	0.0%
Wood	242.01	96.75	40.0%	130.18	53.8%	15.09	6.2%

N/A - Not Available for Publication

DNS - Did Not Submit

Source: Illinois Community College Board

Goal 6

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Public Universities

InstitutionName	Fall 1994 Cohort			Fall 1995 Cohort			Fall 1996 Cohort		
	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate
Chicago State University	631	73	11.6 %	612	99	16.2 %	563	100	17.8 %
Eastern Illinois University	1,623	1100	67.8 %	1538	1005	65.3 %	1640	1088	66.3 %
Illinois State University	2,388	1314	55.0 %	2958	1649	55.7 %	2892	1654	57.2 %
Northeastern Illinois University	682	100	14.7 %	812	115	14.2 %	799	113	14.1 %
Northern Illinois University	2,665	1251	46.9 %	2429	1196	49.2 %	2434	1248	51.3 %
SIU - Carbondale	2,353	892	37.9 %	2282	947	41.5 %	2404	964	40.1 %
SIU - Edwardsville	998	354	35.5 %	1085	449	41.4 %	1176	444	37.8 %
U of I - Chicago	2,483	925	37.3 %	2469	1037	42.0 %	2720	1198	44.0 %
U of I - Urbana/Champaign	5,731	4378	76.4 %	6109	4750	77.8 %	5946	4,734	79.6 %
Western Illinois University	1,445	673	46.6 %	1538	755	49.1 %	1477	750	50.8 %
Totals	20,999	11,060	52.7 %	21,832	12,002	55.0 %	22,051	12,293	55.7 %

Source: IPEDS Graduation Rate Survey

Goal 6

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time,
Transfer or Still Enrolled at Public Community Colleges

InstitutionName	Fall 1997 Cohort			Fall 1998 Cohort			Fall 1999 Cohort		
	Cohort Headcount	Number Graduated, Transferred or Still Enrolled	Percent Graduated, Transferred or Still Enrolled	Cohort Headcount	Number Graduated, Transferred or Still Enrolled	Percent Graduated, Transferred or Still Enrolled	Cohort Headcount	Number Graduated, Transferred or Still Enrolled	Percent Graduated, Transferred or Still Enrolled
Black Hawk	917	558	60.9 %	930	551	59.2 %	831	498	59.9 %
City Colleges of Chicago	2,304	1,180	51.2 %	2,954	1,380	46.7 %	2,554	1,292	50.6 %
Chicago Daley	570	293	51.4 %	641	354	55.2 %	484	273	56.4 %
Chicago Kennedy-King	128	62	48.4 %	191	84	44.0 %	251	117	46.6 %
Chicago Malcolm X	289	128	44.3 %	294	119	40.5 %	256	121	47.3 %
Chicago Olive-Harvey	280	132	47.1 %	429	182	42.4 %	293	138	47.1 %
Chicago Truman	270	144	53.3 %	307	153	49.8 %	256	142	55.5 %
Chicago Washington	366	171	46.7 %	725	262	36.1 %	648	285	44.0 %
Chicago Wright	401	250	62.3 %	367	226	61.6 %	366	216	59.0 %
Danville	468	271	57.9 %	423	257	60.8 %	392	229	58.4 %
DuPage	2,736	1,649	60.3 %	2,812	1,759	62.6 %	2,473	1,495	60.5 %
Elgin	559	377	67.4 %	741	490	66.1 %	667	449	67.3 %
Harper	789	472	59.8 %	922	599	65.0 %	1,514	964	63.7 %
Heartland	339	207	61.1 %	334	205	61.4 %	541	363	67.1 %
Highland	308	199	64.6 %	314	206	65.6 %	340	208	61.2 %
Illinois Central	1,410	851	60.4 %	1,460	948	64.9 %	1,388	883	63.6 %
Illinois Eastern	639	410	64.2 %	571	367	64.3 %	599	414	69.1 %
Frontier	11	8	72.7 %	21	11	52.4 %	11	10	90.9 %
Lincoln Trail	209	138	66.0 %	218	135	61.9 %	172	113	65.7 %
Olney Central	216	140	64.8 %	164	112	68.3 %	179	134	74.9 %
Wabash Valley	203	124	61.1 %	168	109	64.9 %	237	157	66.2 %
Illinois Valley	500	326	65.2 %	530	371	70.0 %	541	374	69.1 %
Joliet	1,051	611	58.1 %	1,090	688	63.1 %	890	566	63.6 %
Kankakee	271	174	64.2 %	264	152	57.6 %	250	154	61.6 %
Kaskaskia	509	348	68.4 %	566	365	64.5 %	448	294	65.6 %
Kishwaukee	321	209	65.1 %	353	217	61.5 %	461	290	62.9 %
Lake County	737	473	64.2 %	740	481	65.0 %	765	512	66.9 %
Lake Land	856	551	64.4 %	818	575	70.3 %	903	623	69.0 %
Lewis & Clark	412	211	51.2 %	391	217	55.5 %	356	214	60.1 %
Lincoln Land	504	268	53.2 %	484	257	53.1 %	621	372	59.9 %
Logan	541	343	63.4 %	529	348	65.8 %	423	264	62.4 %
McHenry	302	200	66.2 %	262	171	65.3 %	284	182	64.1 %
Moraine Valley	1,419	935	65.9 %	1,553	1,018	65.6 %	1,308	876	67.0 %
Morton	3	3	100.0 %	330	223	67.6 %	268	169	63.1 %
Oakton	795	483	60.8 %	774	508	65.6 %	867	541	62.4 %
Parkland	757	496	65.5 %	784	534	68.1 %	698	451	64.6 %
Prairie State	444	261	58.8 %	475	284	59.8 %	363	213	58.7 %
Rend Lake	697	452	64.8 %	659	435	66.0 %	627	381	60.8 %
Richland	219	121	55.3 %	233	144	61.8 %	234	138	59.0 %
Rock Valley	921	571	62.0 %	763	517	67.8 %	620	380	61.3 %
Sandburg	386	215	55.7 %	327	218	66.7 %	289	169	58.5 %
Sauk Valley	362	210	58.0 %	358	221	61.7 %	313	204	65.2 %
Shawnee	94	44	46.8 %	102	63	61.8 %	194	105	54.1 %
South Suburban	392	227	57.9 %	267	159	59.6 %	313	189	60.4 %
Southeastern	258	128	49.6 %	210	108	51.4 %	248	148	59.7 %
Southwestern IL (Belleville)	871	537	61.7 %	815	526	64.5 %	918	554	60.3 %
Spoon River	302	188	62.3 %	243	164	67.5 %	268	194	72.4 %
Triton	1,125	643	57.2 %	1,114	653	58.6 %	1,045	652	62.4 %
Waubensee	200	123	61.5 %	181	101	55.8 %	444	276	62.2 %
Wood	377	215	57.0 %	398	208	52.3 %	451	251	55.7 %
Totals	26,095	15,740	60.3 %	27,074	16,688	61.6 %	26,709	16,531	61.9 %

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Private 4-Year Colleges and Universities

InstitutionName	Fall 1994 Cohort			Fall 1995 Cohort			Fall 1996 Cohort		
	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate
American Academy of Art	---	---	---	133	67	50.4 %	123	75	61.0 %
Augustana College	543	393	72.4 %	605	439	72.6 %	574	428	74.6 %
Aurora University	144	62	43.1 %	122	65	53.3 %	145	62	42.8 %
Benedictine University	265	149	56.2 %	245	135	55.1 %	231	122	52.8 %
Blackburn College	167	65	38.9 %	157	60	38.2 %	142	56	39.4 %
Blessing-Rieman College of Nursing	40	23	57.5 %	31	14	45.2 %	26	8	30.8 %
Bradley University	1,040	700	67.3 %	1,009	674	66.8 %	945	663	70.2 %
Columbia College Chicago	757	191	25.2 %	939	249	26.5 %	868	235	27.1 %
Concordia University	170	91	53.5 %	---	---	---	181	109	60.2 %
DePaul University	1,152	651	56.5 %	1,225	727	59.3 %	1,122	705	62.8 %
DeVry University-DuPage Campus	483	113	23.4 %	591	206	34.9 %	---	---	---
DeVry University-Illinois	571	70	12.3 %	601	179	29.8 %	1,341	409	30.5 %
Dominican University	132	83	62.9 %	124	78	62.9 %	153	97	63.4 %
Elmhurst College	208	143	68.8 %	253	173	68.4 %	222	158	71.2 %
Eureka College	97	52	53.6 %	139	76	54.7 %	128	67	52.3 %
Greenville College	226	102	45.1 %	210	94	44.8 %	249	135	54.2 %
Hebrew Theological College	32	8	25.0 %	29	15	51.7 %	26	9	34.6 %
Illinois College	306	158	51.6 %	223	118	52.9 %	200	116	58.0 %
Illinois Institute of Technology	435	194	44.6 %	229	120	52.4 %	246	136	55.3 %
Illinois Wesleyan University	517	401	77.6 %	512	412	80.5 %	592	493	83.3 %
International Acad. of Design & Tech.	---	---	---	---	---	---	106	37	34.9 %
ITT Tech. Inst. - Mount Prospect	---	---	---	99	47	47.5 %	162	75	46.3 %
Judson College	---	---	---	---	---	---	131	63	48.1 %
Kendall College	---	---	---	50	21	42.0 %	57	25	43.9 %
Knox College	268	197	73.5 %	304	216	71.1 %	310	218	70.3 %
Lake Forest College	229	137	59.8 %	266	178	66.9 %	324	226	69.8 %
Lewis University	294	127	43.2 %	331	155	46.8 %	312	169	54.2 %
Lincoln Christian College	119	44	37.0 %	136	44	32.4 %	151	79	52.3 %
Lincoln College	---	---	---	---	---	---	305	170	55.7 %
Loyola University of Chicago	1,105	717	64.9 %	1,182	793	67.1 %	1,063	747	70.3 %
MacMurray College	167	79	47.3 %	175	74	42.3 %	157	70	44.6 %
McKendree College	136	56	41.2 %	188	102	54.3 %	309	155	50.2 %
Midstate College	---	---	---	---	---	---	60	14	23.3 %
Millikin University	436	264	60.6 %	494	303	61.3 %	497	301	60.6 %
Monmouth College	303	171	56.4 %	308	188	61.0 %	282	168	59.6 %
Moody Bible Institute	---	---	---	---	---	---	276	174	63.0 %
National-Louis University	307	62	20.2 %	240	55	22.9 %	221	57	25.8 %
North Central College	---	---	---	330	225	68.2 %	312	204	65.4 %

Source: IPEDS Graduation Rate Survey

Goal 6

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Private 4-Year Colleges and Universities

InstitutionName	Fall 1994 Cohort			Fall 1995 Cohort			Fall 1996 Cohort		
	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate
North Park University	180	93	51.7 %	---	---	---	290	151	52.1 %
Northwestern University	1,866	1,717	92.0 %	1,948	1,784	91.6 %	1,947	1,812	93.1 %
Olivet Nazarene University	374	218	58.3 %	389	199	51.2 %	400	205	51.3 %
Principia College	---	---	---	131	98	74.8 %	119	91	76.5 %
Quincy University	302	117	38.7 %	259	121	46.7 %	283	129	45.6 %
Robert Morris College	1,073	681	63.5 %	795	518	65.2 %	656	393	59.9 %
Rockford College	153	105	68.6 %	127	91	71.7 %	95	46	48.4 %
Roosevelt University	118	28	23.7 %	131	32	24.4 %	153	40	26.1 %
School of the Art Inst. Chicago	213	92	43.2 %	223	95	42.6 %	223	111	49.8 %
St. Augustine College	---	---	---	508	97	19.1 %	355	88	24.8 %
St. Xavier University	232	121	52.2 %	226	123	54.4 %	203	104	51.2 %
The Illinois Institute of Art-Chicago	---	---	---	---	---	---	205	115	56.1 %
The Illinois Institute of Art-Schaumburg	---	---	---	---	---	---	84	53	63.1 %
Trinity Christian College	139	78	56.1 %	---	---	---	150.00	72	48.0 %
Trinity College-Nursing	---	---	---	---	---	---	121.00	109	90.1 %
Trinity International University	167	66	39.5 %	---	---	---	162.00	70	43.2 %
University of Chicago	919	779	84.8 %	981	826	84.2 %	978	872	89.2 %
University of St. Francis	152	94	61.8 %	165	97	58.8 %	151	67	44.4 %
Wheaton College	552	462	83.7 %	546	475	87.0 %	557	477	85.6 %
Totals	17,089	10,154	59.4 %	17,909	10,858	60.6 %	19,681	12,040	61.2 %

Source: IPEDS Graduation Rate Survey



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